

Bulletin 72

COMMONWEALTH OF PENNSYLVANIA
Department of Public Instruction
Harrisburg, 1939

LESTER K. ADE

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Superintendent of Public Instruction

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(Continued inside back cover)

HOME AND SCHOOL VISITOR MANUAL

Bulletin 72

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Superintendent of Public Instruction



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg
January, 1939

FOREWORD

"Fitting the school to the child" is increasingly characterizing the program of the public schools. An integral part of such adjustment is the extension of the responsibility of the public school into the social, home, and community life of the child. One of the instrumentalities being developed in carrying out this program is the home and school visitor.

This bulletin has been prepared to emphasize the following: (1) The purpose of the home and school visitor program; (2) the qualifications necessary in such an individual to carry such a program into effect to best advantage; (3) the major problems of the home and school visitor, including those of maladjustment, school attendance, delinquency, employment, and census enumeration; (4) the technique necessary to carry the program into effect in connection with the major problems and their ramifications; and (5) to provide a rather comprehensive bibliography for the searching worker so that broader background may be provided than within the confines of this bulletin.

It is hoped that the general objectives thus indicated will be of value to at least four groups. It should be helpful and suggestive to the home and school visitor as a guide. It should be of assistance in defining and illustrating the functions of the home and school visitor for the public school administrators who may be considering the inclusion of such a service in their educational program. The material contained herein should be helpful also in the teacher education program, particularly that part of it which pertains to the general area of guidance. Lastly, the opportunities and instrumentalities which are suggested should be of definite help to any of those who may be active in the various phases in the public school guidance program.

The bulletin can be used to good advantage in connection with Bulletin 71—"A Digest of Laws Controlling School Attendance and Employment of Minors." The home and school visitor will find that familiarization with these two bulletins, together with the School Attendance Register, will furnish an excellent background to deal with the major problems arising in this type of work. An intimate knowledge of these three publications, together with others in the field of special education, are of particular interest at the present time when the service of the home and school visitor is in a rapid state of development.

This bulletin was prepared by Dr. Carl D. Morneweck, Chief of the Division of Child Accounting and Research in the Bureau of Administration and Finance, and Dr. T. Ernest Newland, Chief of the Division of Special Education in the Bureau of Instruction, assisted by Mrs. Leona Savage, Adviser in Child Accounting, and Mr. Jonas E. Wagner, Adviser in Research and Statistics, and edited by Mr. Eugene P. Bertin, Editor of the Department of Public Instruction.

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Superintendent of Public Instruction

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Home and School Visitor Manual

I. INTRODUCTION

A. ORIGIN OF HOME AND SCHOOL VISITOR IN PENNSYLVANIA

The passage of the first school attendance law by the General Assembly of Pennsylvania in 1895 represented one of the milestones in Pennsylvania's increasing school attendance. Public sentiment fortunately has constantly supported higher standards, and social and economic conditions, likewise, have had a tendency to add impetus to more wholesome and profitable attendance regulations for school children.

The acceptance of a secondary school program for all boys and girls has complicated the attendance problem. It was simpler in the past to maintain desirable school attendance because the school population was more homogeneous. Today, however, the situation has changed and it is more difficult to maintain the interest of all pupils in the school. This condition makes it necessary to have a well-qualified individual to deal with the problems of irregular school attendance. For this reason, Section 1432 of the School Laws of Pennsylvania was changed in 1929, by the General Assembly, to permit the employment of home and school visitors. The number of these has increased from 1932, when forty-two home and school visitors were reported, to eighty-eight in 1936. The increase would probably have been considerably greater if this progressive step had not been initiated just at the peak of the economic crisis.

B. PRESENT LEGAL STATUS

A real effort was made to encourage the employment of home and school visitors in small as well as large districts in 1937, when the General Assembly amended Section 1432, of the School Laws of Pennsylvania, so that those school districts employing home and school visitors legally certificated by the Department of Public Instruction are to be reimbursed for their salaries on the same basis as they are now reimbursed for elementary teachers as specified in Section 1432 of the School Laws of Pennsylvania. This added encouragement should greatly enhance the number of districts employing such an individual, since smaller districts of the fourth class, presumably least able to pay as a group for such services, benefit most. It is possible for school districts of the fourth class to receive as high as seventy-five per cent of this salary from the State. Districts of the first class where the lowest rate of reimbursement appears will receive state-aid at the rate of twenty-five per cent of the minimum salary for elementary teachers as described in Section 1210.

C. POSSIBLE FUTURE DEVELOPMENT

The future development of the home and school visitor program in Pennsylvania is almost limitless. The increased impetus that has been given school districts of every class through subsidization to the same extent as that now granted elementary teachers will do much to encourage local school districts to employ an individual in this capacity.

The modern educational program whose chief effort is provision of educational facilities to meet the individual needs, interests, and capacities of pupils necessitates close cooperation with the home. Educational growth on the part of boys and girls is most efficacious when the environment and working conditions are wholesome. Because of the pupil load, it is difficult for individual teachers to maintain continued contact with the parents of even those few children who may require sustained individual study. Even if it were possible, teachers, by the nature of their work, all too often do not have the background that a well-qualified home and school visitor has to meet parents and to discuss the intricate problems which arise in connection with social and emotional maladjustment, attendance, employment, illness, and the other manifold complications which have a tendency to retard pupil progress. Progress has been made, but unfortunately the smaller districts have not been able to include the home and school visitor in the personnel. In this respect alone, the future for a well-qualified home and school visitor is very hopeful because to date these individuals have been employed only in the larger systems. Act 157, enacted in the 1937 Session of the General Assembly, also adds impetus to this program because as school districts merge into larger attendance and administrative units, it is financially possible to include the home and school visitor in the personnel.

II. THE HOME AND SCHOOL VISITOR

A. THE PURPOSE OF THE PROGRAM

The fundamental purpose of this program has shifted with the changing philosophy of education. The way in which provisions in our School Laws are worded indicates quite clearly the earlier conception of this particular function. For the most part, home and school visitors have been conceived to be, literally, attendance officers. While this particular responsibility is not now ignored, it is met in a more fundamental and in a psychologically more defensible manner in that the home and school visitor, acting in the light of her special preparation and on the basis of an enlightened philosophy of education, not only concerns herself with the fact of non-attendance or irregular attendance and employment, but also interests herself in the educational, psychological, medical, and social problems and needs of children who are attendance problems, and endeavors to effect adjustments that are both educationally and socially sound.

Irregular school attendance should be recognized as a symptom resulting from conditions in the child's school situation, in his home or general community environment, or in his physical or mental condition. Very seldom does his failure to attend school regularly result from any single factor, even though one of them may figure quite prominently as a contributing cause. It is therefore all the more necessary that a complete picture of the child and his determining influences be obtained by the home and school visitor in order that meaningful and lasting adjustments may be brought about for each child with whom the visitor works.

Granting that the essential function of the home and school visitor must remain, legally, one of bringing about more desirable school attendance, it must be recognized that to this end, it is her responsibility:

1. To help the child to find a meaningful place in the social picture and to make available to him whatever facilities may be at hand or may be developed;
2. To help the school adjust its program to the particular needs, interests, and capacities of the children with whom she works;
3. To help parents and others who may come into contact with these problems to realize that the school should be allowed and encouraged to make striking departures from a conventional "three R" program in order to meet the needs of its children; and
4. To cause the community to recognize a responsibility to its children that is greater than the provision of schooling facilities.

B. DUTIES OF THE HOME AND SCHOOL VISITOR

It should be emphasized at the outset of this brief characterization of illustrative duties of the home and school visitor, that she is not expected to be an expert in all of the areas into which she must delve. It is necessary, however, that she be conversant with psychological, sociologi-

cal, educational, and medical problems; that she know to what experts in these fields she can turn for help, and that she constantly obtain and use their help in working out programs of adjustment with the children who come to her attention. She must be one who facilitates the work of these overlapping fields; the one who coordinates and interprets the work of these specialists.

As was indicated, the home and school visitor has four areas of responsibility. She has first of all, a definite responsibility to the child with whom she works; she must necessarily cooperate with the school; she must cooperate with the parents if she is to bring about fundamental adjustments for the child; and she must utilize and, in many instances, bring about the development of helpful agencies in the community. It should be borne in mind that the various suggestions offered under these headings are meant only to indicate the types of lines along which the home and school visitor must work rather than to imply that these are the only responsibilities that inhere in this kind of program.

1. *Responsibility to the Child*

This has been placed first because it is imperative that the thinking of the home and school visitor be dominated by this idea. Perhaps the most fundamental contribution the home and school visitor can make to the total social picture would result from her helping the children with whom she comes into contact to know themselves—to get them to understand in a highly non-technical and unemotional manner, why they behave as they do and what their strong points and weaknesses are. Goals can be adjusted to capacities, interests can be cultivated, and desires can be directed and realized. To these ends, it may be necessary to obtain the advice of experts on diagnostic and therapeutic procedures. A child may have to be taken for a mental examination, he may need to be taken to a clinic for an examination of his ears or for an examination of his eyes; it may be necessary that he be taken to an orthopedic clinic, or he may need the sustained treatment of a psychiatrist.

All such treatment would, of course, be to the end that his education could be made appropriate to his needs. As a result of such studies, it may be found possible for the child to continue in his regular class, his emotional difficulty being cleared up, his educational retardation being corrected by a remedial teacher, or glasses having been provided. If he should be found to be sufficiently retarded mentally, he could be helped to see that work in a special class or special work in the regular class would be more desirable for him. Or, if the child were sufficiently hard of hearing, he and his parents could be helped to see the desirability of his obtaining an education in a residential school for such children.

In some instances, it will be necessary for the home and school visitor to bring a child's case to the attention of agencies that can be of great value to him in his problem of making the most of his capacities. This may mean making his needs known to the local Red Cross Chapter, the Rotary Club of the community, the County Board, or the Department of Public Instruction.

The home and school visitor will need to interpret the child to certain teachers, supervisors, and administrators, will need at times to interpret the child to either or both of his parents, and will need to be ever ready to interpret the child to shield-placing and corrective agencies. A maximum of tact must be used in these instances because many teachers feel that it is more important that they know their subjects rather than their children. Many teachers feel they already know enough about the children under them even though the children have been observed only in an unnatural school situation. Many parents, likewise, believe that, having lived so close to their children for such a long time has enabled them to understand the children thoroughly, forgetting that such proximity is often conducive to a great distortion of the real picture. All too often, some social agencies, both court and non-court, adhere too closely to the letter of the law rather than the spirit, taking a legalistic attitude rather than a humanistic point of view.

A very important part of the home and school visitor's responsibility to the child will be the task of helping the child understand the society of which he is a part—getting him to realize the limits within which he is permitted to operate, and helping him to develop a sense of social responsibility. Those who work with and for problem children must realize that the aversions their children show toward the school or other social agencies are definitely the result of some form of education. By the same token, attitudes of compliance and cooperation can also be products of education. If the latter attitudes are not present, the educational efforts of society either have not been directed to this end or, if they were, inappropriate methods have been used.

2. Cooperation with the School

By virtue of her strategic position, the home and school visitor can provide those in the school with valuable information concerning those children who are having, or partially have, some difficulty adjusting to the program. An even broader contribution may be made in providing the teachers with more adequate information concerning the general environmental conditions from which certain of the children may come. This is particularly true in the cases of large urban centers and will be increasingly true in the sparsely settled areas as consolidation proceeds.

Many schools have more information about their children than they are now able to use in a meaningful manner. The home and school visitor is therefore in a strategic position also to make functional much of the material the teachers have not had time to use or which they have not felt capable of using. This should enable those in the schools to understand their children better and to adjust the educational program more appropriately to their needs.

In a number of schools, the teachers, supervising principals, or principals do not know of other agencies interested in and working for child welfare. In still others, even though the contributions of these groups are known, teachers and administrators do not or can not avail themselves of much valuable assistance. The home and school visitor,

therefore, should help the school profit from the aid of such agencies, both as regards sporadic services, such as examinations and the supplying of glasses, but also as regards sustained services as in the care of health conservation activities, regular reexaminations of children's eyes, the provision of extra library facilities, and the periodic provision of the services of mental health clinics.

One of the most important, and perhaps the most subtle contributions the home and school visitor can make in her cooperation with the school is the interpretation of the school to the lay members of the community. Getting parents and others to tolerate defensible modifications in the school program, convincing a parent for whose child large type books are being used that such an exception in these reading materials is based upon a knowledge of what the child needs and a desire that the child get the most out of this schooling, and eventually getting the lay public to see that what is needed is a number of diversified school programs rather than a single school program which will contribute much to a sound advance in educational endeavor.

Within the school district itself there is a need for cooperative effort on the part of its own agencies. The school districts of Pennsylvania differ greatly in size and complexity of organization. In some districts, the home and school visitor works directly under the superintendent of schools, in some districts she works under the supervisor of attendance, and in other districts, a home and school visitor is assigned to a certain school and her work is directed by the building principal.

Because of the various school organizations, because of the many and varied problems that the maladjusted school child presents, and because of the cooperation necessary both in the school organization and with social organizations in the community, it is neither possible nor desirable to fix definite limits for the work of the home and school visitor. In all cases the greatest service to the child should be the factor that will determine the procedures to be followed by the various departments in the school.

a. The Classroom Teacher

Visits to the homes of all pupils by the classroom teacher or by the home-room teacher have been found to be helpful in bringing about a friendly relationship between the school and the homes of the community, as well as in assisting the school in a better understanding of the conditions under which the children live. Whether the custom of having teachers visit the homes of all the pupils is observed or not, it is with the classroom teacher that the home and school visitor works most closely in developing a plan of adjustment for the child. Although much of the home visiting is done by the home and school visitor while school is in session in order that the child's difficulties may be discussed during his absence from the home, the child's adjustment is primarily the problem of the classroom teacher. Without complete cooperation between her and the home and school visitor, no constructive program can be carried out successfully.

b. The Health Department

Cases in which the principal cause of maladjustment is a health problem should be under the care of the school physician. If the home and school visitor works on a case in which health is a contributing factor in the cause of maladjustment, there must necessarily be close cooperation with the medical department.

c. The Guidance Department

The work of the home and school visitor should articulate with the guidance program of the school. The records of the child study department and of the guidance department should be used by the home and school visitor as her records should be used by these departments. Without this cooperation the child would be the victim of conflicting plans and procedures.

d. The Curriculum Committee

The individualized curriculum for these unadjusted children should be based not only on the findings of the child study and the guidance departments, but also on the information furnished by the home and school visitor as a result of her study of the child's home and neighborhood conditions. The best interests of the child are the determining factors in deciding the steps to be taken to solve his difficulties, and the closest cooperation between members of the school staff is necessary. Fortunately, since work for the maladjusted child appeals to persons who are broadminded, cooperative, and socially constructive, it is possible to secure cooperation in developing a constructive program for the child. If it is found that an educational program does not conform to the needs of a child or a group of children, the necessary adjustments become the problem of those in charge of the schools.

3. *Cooperation with the Parents*

To work effectively with the parents of the children with whom the home and school visitor may be concerned, it is necessary that she understand thoroughly the philosophy of the school program of which she is a part and that she be completely conversant with the various regulations that are set up and the school facilities with which the child's needs may be met. The home and school visitor should realize that parents have been turned against or predisposed favorably toward the school as a result of some sort of educational process, whether or not it was intentional and formal. Since this is the case, the problem of getting the cooperation of parents is itself an educative task. It may be long and arduous or it may be comparatively brief and easy, depending upon the influences that have previously influenced the parents.

The general responsibility of the home and school visitor in working with the parents is threefold. It may be necessary to interpret the community, as well as the school, to the parents. It is often necessary to



A PARENTAL INTERVIEW

interpret the parents to the community. Many animosities affecting the school child both directly and indirectly, result from a widening gap between a given family and the community. There is much to the French saying: "Tout comprendre, c'est tout pardonner." Or, again, it may be necessary to interpret the parents to the child. This is particularly likely to be the case in broken homes, or in homes where the control of their children has been slipping with passing years. More specifically, the home and school visitor will need to cooperate with certain parents in such matters as the placing of their children in residential schools for the blind or deaf, or in such crucial situations as the exclusion or suspension of mentally incapable children from the public schools. Many parents cannot bear to think of their children going to a school for the blind or deaf since this will mean that the children will be away from the home as though they were in a boarding school. Then, too, many parents do not know the schools and their programs, and have not come to an understanding as to the probable long-time values that will accrue to them and their children as a result of such educational facilities. In a few instances where children are officially dropped from public schools for the incapacity to profit from the regular public school program, it is important that the parents be helped to see that it is not fair to their slowly developing child to keep him in a situation where the only thing he can do is to fail. The home and school visitor can also be of great assistance to the parents by showing them what they have a right to expect of the child in view of his level of mental maturity. On various occasions the home and school visitor can help both the parents and the child by helping them get into touch with any of the various community agencies that can be of so much help to them.

4. *Utilization of Community Agencies*

One of the first steps a home and school visitor must take is a thorough canvass of the various agencies in both the immediate and nearby communities. Further, these agencies, and their likely value, will take on added meaning if the home and school visitor will study carefully the needs of the community, its history, and its attitudes as reflected both among its leaders and its regular citizenry. Such a study of backgrounds and facilities will go far to reduce overlapping of effort and the attempting of the immediately impossible.

a. *Social Service Exchange*

The social service exchange provides an index to the case records of the social agencies in the community whereby one agency may learn that other agencies have been or are now interested in a particular person or family. If no social service exchange has been established in the community, the school may take the lead in establishing one. By having a small card file containing the names of the local social agencies, together with the names of the families where there are maladjusted children in which each agency is interested,

a community social service exchange may be begun. Eventually, this work should be taken over by a local social organization, with the school remaining as one of the cooperating agencies. The partnership with other professional groups is a helpful means of making the school program for pupil adjustment socially effective.

b. Hospitals and Clinics

Since health problems are by far the greatest cause of absence from school, the home and school visitor must work with the school medical inspector, the school nurse, and the dental hygienist in the school system in securing for the child the correction of physical defects. But her home problems demand that she shall know the activities of the local board of health. Do they require a report on all communicable diseases including cases of tuberculosis and venereal disease? Are there infant welfare and pre-school clinics and public health nurses active in the community? She must know to what hospitals and dispensaries all members of the family may be referred for her problem is frequently with some other member of the family as well as with the school child who is showing anti-social tendencies. Service clubs in the community, such as the Rotary, Kiwanis, Lions Club, the county branch of the State Society for Crippled Children, the Red Cross, and, in some instances, parent-teacher associations, aid the school in solving the problem of the physically handicapped child. The preservation of the mental health of the child and of other members of the child's family may be neglected until some serious problem arises. If the community does have a child guidance clinic, the home and school visitor should learn to know the facilities offered by the nearest mental health clinic. By special arrangement, psychologists and psychiatrists from mental hospitals will come into a school district to examine and advise concerning the problems of the mentally ill. Children may also be taken to the psychological laboratory of the larger universities. Appointments for the examination of school children should be made with the head of the psychological clinic of the university. Some of the State teachers colleges are also providing clinic services.

c. Social Agencies

Poverty presents another major cause of irregular school attendance. This problem must be handled with great tact and care. The home and school visitor will find, on the one hand, the families who have always been self-dependent and who resent any suggestion of "charity," and on the other hand, the families who have been "on the county" for generations, and who employ all known methods to get more assistance when any assistance is being given. By means of the social service exchange, the families receiving assistance may be discovered and frequently other agencies will bring about a solution of the problem of relief. Giving relief directly through the school

should be done only in case of emergency when there is no other agency in the community that will or can care for this type of social work. When children are reported to be absent from school because of lack of food or clothing, the home and school visitor should visit the home to verify the need. If the need exists, the case should be reported to local relief agencies or the County Board of Assistance. In determining the assistance that should be given to these families, the need of the child and not the intemperance or incompetence of the parent should be the determining factor. Although those connected with the public schools give direct relief only as an emergency measure, this does not suggest the elimination of nutrition classes and free school lunches, scholarships, nor any type of assistance that the school may find necessary for the solution of the child's problem.

d. The Court

The home and school visitor should represent the interests of the child in any court case affecting a school child. A complete case history, including the results of physical and psychological examinations, as well as a record of his problems of social maladjustment as shown by his attitudes and school record should be made available in order that the court may have this assistance in working out a wise program of treatment or education for the child.

e. Cooperating Agencies

Among the agencies in the community that are giving invaluable service to school children are:

The Association for the Prevention of Blindness.
Big Brothers' and Big Sisters' Associations.
The Children's Aid Society.
The Children's Bureau.
County Boards of Public Assistance.
Churches.
County Institution Districts.
Family Societies.
Hospitals and Clinics.
The Juvenile Court.
Knights of Columbus.
Red Cross Societies.
The Salvation Army.
Service Clubs.
The State Society for Crippled Children.
The Society to Protect Children from Cruelty.
The State Employment Bureau.
Young Men's and Young Women's Christian Associations.
Young Men's and Young Women's Hebrew Associations.

C. QUALIFICATIONS

Children in need of special assistance to enable them to become socially adjusted are to be found in every school district. In developing a program of adjustment for these children, it is the duty of the home and school visitor to make a complete study of the individual child. She should study his educational maladjustment, his abilities and disabilities, his interests and antagonisms, his attitude toward his teachers and their attitudes toward him, as well as the causes for these attitudes. She should study his home environment and see the relationships that exist between parents, between parent and child, and among brothers and sisters. She should see the child with other children and study his reactions to group and individual contacts. She should study the community in which the child lives to learn what conditions exist there that are operating against the child's best interests.

A program of adjustment should be based on the conclusions developed from such a study in cooperation with the other members of the school staff who are interested in the child under discussion. The general character of the work thus described suggests the type of qualifications such an official ought to offer. These may be classified briefly into professional and personal.

1. *Professional*

Changing aims in public education require corresponding adjustments in the type of preparation essential to meet new attitudes and new conditions. No activity in the public school system reflects this changed attitude more clearly than the modern comprehension of the functions of the school attendance official. This type of service is no longer directed primarily toward law enforcement, but rather approaches its responsibility from the standpoint of rendering the greatest assistance to the betterment of developing childhood. To this end, it is essential that a broader and more highly integrated type of education shall be provided for those who aspire to such a form of school service.

That school administrators have been alive to this problem is shown by the amount of attention recently given to a consideration of the whole field of the worker interested in child improvement. Such interest and discussions naturally include a study and definition of the relationships of the three types of service now represented by the traditional attendance officer, the home and school visitor, and the guidance counselor, with the thought of integrating, if possible, the work in such a way that the whole field may be unified in a single function. The promotion of such a procedure has been given special impetus as a result of recent legislation which places the home and school visitor on the level of the elementary teacher for State reimbursement purposes. Under such a standard it naturally follows that the time is near when the minimum qualifications for certification in the field will require evidence of the completion of four years of approved post secondary school education, including an area of concentration on child welfare comparable to the areas of specialization in other forms of certification on a four-year basis.

While the trend of the times as applied to the work of the home and school visitor contemplates a more extended and specialized type of education as a pre-service preparation, the State Council of Education has outlined three types of preparation now in effect, of which two are formal regulations for certification, and the third includes suggestions for supplementary forms of education and experience that are deemed essential for a worker in the field of human relationships. The present minimum requirements are accordingly as follows:

a. A certificate of standard grade (provisional or permanent college, temporary or permanent standard, normal school certificate or diploma) may be validated, authorizing the holder to act as home and school visitor on the completion of six semester hours in approved courses of college grade selected from the following list or equivalent approved courses:

- Applied Sociology.
- Sociology of Educational Problems.
- Principles of Family Social Work.
- Problems of Poverty.
- Social Problems of the Family.
- Social Control.
- Social Hygiene.
- Social Maladjustment.
- Social Psychology.
- Methods of Social Investigation.
- Society and the Child.
- Principles and Problems of Child Welfare.
- School Administration Including Records and Reports and School Law.

b. A temporary standard certificate authorizing the holder to act as home and school visitor may be issued to an applicant who has completed four years of approved secondary school education and at least two years of an approved college or post secondary school curriculum including six semester hours from the list of subjects given above. This temporary standard certificate is dependent upon a rating of "low" or better. Subsequent renewals require a rating of "middle" or better. This certificate will be made permanent on evidence of four years of experience on a State certificate including two years of experience as home and school visitor on a temporary standard certificate in the public schools of this Commonwealth.

c. In addition to the minimum requirements established by the State Council of Education, preparation and experience in school nursing and classroom teaching, as well as the ability to interpret or administer psychological tests and measurements, are invaluable aids in solving the child's problems. Teaching experience is particularly desirable as a background for this type of service.

d. It may be noted at this point that the standards for certification thus described are not wholly in accord with recent thinking in the field. There is now a distinct tendency in the direction of requiring a broader and more highly professional type of education as a preparation for service as a home and school visitor. Such preparation may well include appropriate courses in the field of (1) sociology as applied to family life; (2) in economics, particularly with reference to problems involving labor adjustments and social security; (3) in psychology as applied to child life, mental hygiene, abnormal psychology, and problems of social significance; and (4) in education, including courses in administration, law, and the hygiene of the school child. Such a program assumes a standard on the four-year college level required for elementary teachers who begin their formal education subsequent to February 1, 1939. Definite requirements to this end are in process of preparation by the Teacher Education Division.

2. *Personal*

The home and school visitor may be the only point of contact between the school and the home. It is necessary, therefore, that this representative of the school shall possess a wholesome, well-balanced personality. Her most effective tools in bringing about cooperation between home and school are tact, sympathy, and human understanding, but with these she must possess the strength of character that will not allow sympathy for a difficult family situation to interfere with the child's receiving as a minimum, elementary and secondary school education.

a. *Sincerity*

The work of the home and school visitor should be motivated by a love of children, and a desire to work out for each child under her care a solution for his social problems. The friendliness and tact with which she makes her successful home contacts must be the result of a sincere interest in the welfare of the child and of his family. Children, as well as adults, are quick to recognize a lack of sincerity on the part of the visitor. No cooperation can be developed between the home and school until a mutual confidence is established.

b. *Health*

No phase of school work requires a greater expenditure of physical and nervous energy than that of the home and school visitor. Her hours are long and irregular. It may be necessary to call in the early morning to interview a working mother, or late in the evening to see a father employed out of town. But, no matter how difficult the problem may be, nor how long and hard the day's work may have been, the home and school visitor may not risk any appearance of irritability. A lack of patience, tact, and understanding may cause her to lose a friendly contact that she has worked long to establish.

c. Maturity of Judgment

If the home and school visitor is to assist in solving the family problems, it is necessary that her judgment be based on study and experience in social case work. This mature judgment is necessary that she may diagnose the child's difficulties and suggest a solution that will work for the good of the child and that will be respected and followed by teacher and principal, as well as by parent and child.

d. Trustworthiness

It is a serious thing to enter into the life of another person. In trying to solve the child's problem, the home and school visitor must, of necessity, hear and see much of the private lives of the members of the families with whom she comes in contact. What is learned during these interviews and recorded must be treated with the greatest respect and confidence by the home and school visitor and made available only to those who are to assist in the solution of the child's problem.

e. Leadership

The home and school visitor should be a leader in the school, the home, and the community. Her best work is done when she has led school, home, and community to develop constructive plans for the maladjusted child as part of their own program.

III. MAJOR PROBLEMS IN THE HOME AND SCHOOL VISITOR PROGRAM

A. FOSTERING CHILD CONSCIOUSNESS IN THE COMMUNITY

As has been pointed out, one of the major responsibilities of the home and school visitor is to interpret the child to his community. The outcome of such activity will be less obvious and less rapid in being realized than will be the objective record of the number of cases investigated or the number of truants returned to the school, but the ultimate effect of this cultivation of a child-conscious community will be of much greater significance and of more enduring value.

B. PROBLEMS OF MALADJUSTMENT

1. *Evidences of Maladjustment*

Many problems are presented by the unadjusted child. The most common and most evident of these problems are poor health, irregular attendance, tardiness, daydreaming, misconduct, and delinquency. The first symptoms of the child's lack of adjustment may appear in the kindergarten or primary school grades. Here should begin the serious work of overcoming undesirable habits and of developing in the child socially acceptable character traits. The accomplishment of this service requires that we understand the factors in the life of the child that are preventing his becoming socially adjusted.

As a general rule, any exaggerated form of behavior may be taken to be symptomatic of some maladjustment. Usually, such behavior is compensatory—an attempt to attract attention, to assert one's self in one way when others have failed. In many cases the teacher or the home and school visitor may not be able to determine the nature of the maladjustment. Since the child is often unaware of the existence of his exaggerated form of behavior, and since some of these cases are too involved for the teacher or home and school visitor to initiate any corrective work, the services of a properly qualified public school psychologist, mental health clinic, or child guidance clinic should be sought. After proper diagnosis, both the teacher and the home and school visitor can assist in carrying out the therapeutic program recommended.

2. *Causes of Maladjustment*

Pupil maladjustment may be caused by a great variety of patterns of interrelated conditions. The more common conditions are:

a. Physical Handicaps

- (1) Defective eyesight.
- (2) Defective hearing.

- (3) Carious teeth and other focal infections.
- (4) Malnutrition.
- (5) Glandular defects.
- (6) Heart defects.
- (7) Defective bones, joints or muscles.

b. Mental and Emotional Handicaps

- (1) Emotional instability.
- (2) Deficient intelligence.
- (3) Feelings of inferiority.
- (4) Worry.
- (5) Mental conflicts.
- (6) Mental disease.

c. Failure in School Adjustment

The failure of the child to become socially adjusted may be caused by forces within the school organization such as :

- (1) Inflexible school curriculum.
- (2) Unattractive school surroundings.
- (3) Unenthusiastic, disinterested teachers.
- (4) Ridicule by teachers or other pupils.
- (5) Lack of educational, vocational, or social guidance.
- (6) Lack of sympathetic understanding of child with physical or mental handicap.
- (7) Improper or inadequate motivation.
- (8) School program that fails to meet the emotional needs of the child.
- (9) Class instruction by the teacher rather than individual learning by the child.

d. Home and Neighborhood Conditions

Most frequently the child's problem of adjustment is caused by a number of interrelated forces, finding their origin in the home and neighborhood influences that bear upon the child's life and affect his attitudes and behavior. Factors in the home and neighborhood that militate against the child's social welfare are :

- (1) Lack of understanding of school program.
- (2) Failure in child rearing, overindulgence, lax discipline, indifference, etc.
- (3) Emotional imbalance on the part of parents or others in the household.
- (4) Inadequate rest and sleep for the child.
- (5) Neglect or abuse of the child.
- (6) Illness in the home.
- (7) Social insecurity.
- (8) Poverty caused by insufficient income, unemployment, or unemployableness of the wage earner.

- (9) Working mothers.
- (10) Demoralized home conditions caused by broken homes, overcrowding, alcoholism, immorality, and criminality.
- (11) Foreign-born parents.
- (12) Lack of recreational facilities.
- (13) Gangs and undesirable associates.
- (14) Lawlessness.

3. *Types of Maladjusted Pupils*

The professional literature on educational and mental hygiene is replete with material on the description, history, and treatment of a wide variety of types of maladjustments in the school. It is the purpose of this bulletin to call the attention of the home and school visitor to certain of these types and to urge more intensive study of them in other sources rather than to present complete descriptions of them.

a. Children with Emotional Handicaps

According to various estimates, not less than five and ten per cent of public school children are working under emotional handicaps. The literature on this very important phase of the problem is quite extensive and it is fortunately taking an increasingly prominent place in the professional preparation of teachers and administrators. Even though many emotional patterns are pretty well set during early childhood, they are, or can be, definitely modified, either for the good of society or for its inconvenience, during the child's school experience. This places particular significance on early school history, both from the standpoint of understanding a particular instance of maladjustment and from the standpoint of the schools' preventing the occurrence of such maladjustment.

The following typical kinds of emotional maladjustment should be discovered early and corrected:

- (1) The child who has fought to adjust to reality and who, having lost or given up, has reverted to an earlier or more primitive type of behavior. Among others, this would include the spoiled child, the child with an infantile standard of behavior, the sullen child, or the apathetic child. Barring glandular complications, he may be thought of as an emotionally arrested child. Certain of these children are characterized as excessively fearful, over-timid, and over-anxious.
- (2) The child who is still fighting to adjust to reality. This would include, among other types of behavior, the child who is over-compensating; who may lie in an attempt to simplify his adjustments; who is over-aggressive; who is unstable in his adjustment to the social group of which he is a part; or who seeks surcease by means of day dreaming.

While there may be some question concerning the inclusion here of children who are retarded in their social maturity, the unfortunate emotional and educational results of a child's failure to mature socially are serious enough at least to warrant mention. With the improved facilities of the psychologist to measure social maturity, as developed recently by Doll at Vineland, it is becoming increasingly possible, objectively, to take this phase of the problem into consideration.

b. Exceptional Children

The following types of children are considered by the Division of Special Education to be exceptional: the mentally superior, the mentally retarded, the partially-sighted, the blind, the hard of hearing, the deaf, the speech defective, the crippled, and the physically delicate (cardiac, nutrition, and tuberculous conditions). Since the mentally superior child does not come to the attention of the home and school visitor as often as the other types, he will be passed by here with only these comments:

As a general rule, he is able to compensate in a greater variety of ways and, being somewhat more responsive socially, adjusts to the conventions of the school, even though such adjustment often smacks of the development of habits of laziness.

When his non-conformity does result, it is usually on account of his being insulted by the simplicity of his learning task or its routine nature.

He may have some complicating emotional maladjustments, although mentally superior children are not characteristically, emotionally unstable. They are, however, generally superior not only in their mental capacity, but also in their physical, social, and emotional development.

(1) The Mentally Handicapped Child

This group includes those children whose intelligence quotients fall below eighty or eighty-five. The intelligence quotient range of those who should be provided with special-class facilities is from eighty or eighty-five down to fifty. According to Section 1413 of the School Laws of Pennsylvania, when a child has been designated as a candidate for special education "by a mental clinic, approved by the State Council of Education or by a person certified by the Department of Public Instruction as a public school psychologist or as a public school psychological examiner, special-education facilities shall be provided." Unless this is done by the parent it shall be done by the district either in a special class in the district, a special class or school operated jointly in another district, an approved institution or "by providing for teaching the child in his home." If any child is too retarded mentally (usually below I.Q. 50) he may be excluded by the school district according to the procedure described.

The home and school visitor can contribute much to the adjustment of these children by helping the teachers and administrators establish special classes. She also can be of great assistance in helping take children to be examined psychologically or in helping to have brought to a particular school a properly qualified person to make such examinations. In instances of exclusion, much help can be given the parents of the excluded children in getting them to realize that it is not fair to expect their child to keep up with others who have developed so much faster and who have much different interests. In other instances the home and school visitor can help to see that a child is not improperly excluded when he really needs to have the educational program individualized to meet his needs. When a child has been excluded, the home and school visitor should work with the representative of the Department of Welfare in furnishing such records as the school may have on file, that may be of assistance in having the child placed in an institution as quickly as possible if his condition is serious enough to warrant consideration for such placement. Since the waiting lists for admission to these institutions are long, and frequently much time elapses before the child is admitted, the discovery and reporting of the case should be made as early as possible in the child's life. If the mentally defective child is left in the community without proper supervision, he may develop serious anti-social tendencies and become a menace to himself and to the community. It should be remembered, however, that such an excluded child is often too low mentally to be an aggressive type of menace.

(2) The Physically Handicapped Child

The school with adequate medical inspection should discover a child with a physical handicap quite early in the child's school life. The home and school visitor should cooperate with the school nurse, the school physician, the family physician, and any other experts in effecting corrections for remediable physical handicaps and in preventing the occurrence of others. Proper educational adjustments should either follow or accompany such corrective activities. The services of these agencies should be utilized.

- (a) Hospitals and clinics. Local and State hospitals and clinics give generously of their services either free or at a minimum cost to needy children, at the request of the school.
- (b) School organizations. Parent-Teacher associations, Junior Red Cross or clubs in the school raise funds to be used for the correction of the physical handicaps of school children.
- (c) Service clubs. Rotary, Kiwanis, Lions, Quota, county and State organizations for crippled children, and similar clubs perform a splendid service in helping physically handicapped children.
- (d) The home. Sympathy, tact, and patience are needed to persuade the frightened child and the too sympathetic parent to avail themselves of the health services of the community that are frequently offered without charge.

One of the home and school visitor's most difficult tasks is to obtain the consent of the parent of a child, with a permanent handicap, that arrangements may be made for the child's placement in an approved school for the instruction of handicapped children. The law requires that the parent allow a child with a physical handicap to be sent to a school where proper education is provided for the deaf, the blind, or the crippled, or provide adequately for his education in the home. If the parent and the child can be brought to see the advantages of such education, and to realize that the admission of the child to the school for special education is a real privilege, the separation of parent and child will be less difficult. The home and school visitor should know personally the directors in charge of these special schools. She should supply the parent with bulletins describing the work and life at the school, and, if at all possible, she should arrange to have the parent visit the institution in order that there may be a better understanding of the place to which the child is to be sent.

In a few instances the home and school visitor may be of help to blind or deaf students who have finished their secondary school work to obtain financial assistance in order that they may pursue advanced work in some technical school or in a college or university. In the case of the young blind or deaf or that of the older student so handicapped, further information may be obtained from the Division of Special Education of the Department of Public Instruction.

(3) Cooperating Agencies

Some of the agencies prepared to assist the school in meeting the needs of handicapped children are:

- American Red Cross Society.
- Visiting Nurses' Association.
- Pennsylvania Association for the Blind.
- Pennsylvania Society for Crippled Children, and its county units.
- Pennsylvania Tuberculosis Association.
- Bureau of Mental Health, Department of Welfare, Harrisburg.
- Division of Special Education, Department of Public Instruction, Harrisburg.
- Division of School Medical Inspection, Department of Health, Harrisburg.

(4) Institutions for Physically and Mentally Handicapped Children

The following institutions are available. Inquiries concerning their capacities, particular functions, and costs should be directed to them.

(a) Pennsylvania Institutions for Physically Handicapped Children

- Western Pennsylvania School for the Blind, Pittsburgh.
- Royer-Greaves School for the Blind, King of Prussia.
- St. Mary's Institute for the Blind, Lansdale.
- Pennsylvania Institution for the Instruction of the Blind, Overbrook, Philadelphia.

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DePaul Institute for the Deaf, Brookline, Pittsburgh.

Western Pennsylvania School for the Deaf, Edgewood Park, Pittsburgh.

Pennsylvania State Oral School for the Deaf, Scranton.

Archbishop Ryan's Memorial Institute for Deaf Children and Those Who Have Defective Speech, Philadelphia.

Pennsylvania Institute for the Deaf, Mt. Airy, Philadelphia.

Children's House of the Home for Incurables, City Line, Bala, Philadelphia.

Pennsylvania State Hospital for Crippled Children, Elizabethtown.

Industrial Home for Crippled Children, Pittsburgh.

Sewickley Fresh Air Home for Convalescent Crippled Children, Fair Oaks, Allegheny County.

Watson, D. T.—Home for Crippled Children, Leetsdale.

Good Shepherd Home, Allentown.

Home of the Merciful Savior for Crippled Children, Philadelphia.

St. Edmond's Home for Crippled Children, Philadelphia.

Widener Memorial School for Crippled Children, Philadelphia.

(b) Institutions for Feeble-minded Children.

Polk State School, Polk, Venango County.

Pennhurst State School, Pennhurst, Chester County.

Laurelton State Village, Laurelton, Union County (for feeble-minded women of child-bearing age).

Elwyn Training School, Elwyn, Delaware County.

(A list of private schools is available.)

(c) Institutions for Epileptic Children

Passavant Memorial Home, Rochester, Beaver County.

Pennsylvania Epileptic Hospital and Colony Farm, Oakbourne, Chester County.

Selinsgrove State Colony for Epileptics, Selinsgrove, Snyder County.

C. SCHOOL ATTENDANCE

The home and school visitor naturally assumes the responsibilities formerly carried by the attendance officer in those districts employing such an individual, or the superintendent or secretary of the board of school directors in those districts where neither an attendance officer nor a home and school visitor has been employed. The enormity of this task is obvious when one considers that in the school year 1936-1937 the net enrolment in the twelve grades of the public schools was 1,945,901.

The work of the home and school visitor in connection with school attendance deals largely with such problems as the following: compulsory age limits, transfers within the district and outside the district, irregular attendance, and law enforcement.

Bulletin 71, entitled, "A Digest of Laws Controlling School Attendance and Employment of Minors," issued by the Department of Public Instruction, is most helpful because it discusses the detailed problems in connection with school attendance and the employment of minors. This bulletin, therefore, merely discusses the most important factors in connection with these problems.

1. *Compulsory Age Limits*

The 1937 Session of the General Assembly of Pennsylvania has changed the compulsory school age limits to be more nearly in conformity with modern social and educational conditions.

a. Period of Admission

Since the school year 1938-1939 the admission of beginners* to the public schools is confined to the first two weeks of the school term. Pupils may be admitted to school at this particular time provided they become six years of age before February 1, of the following school year. Children will not be required to attend school until they become eight years of age. However, after a parent has entered the child in school, even if the child is not yet six years of age, the compulsory school law then applies, unless he may be classified as a suspension case as explained later in this chapter. The home and school visitor should indicate this fact clearly to the parents. In a sound educational program many children can be admitted to school at six years of age because reading readiness tests and other tests designated to determine a child's ability to profit by school attendance indicate that it would be profitable for the child to be enrolled. On the other hand, when such tests indicate that it would be wise to postpone the pupil's entrance to school, it provides that parents need not enroll the child until he is eight years of age.

Boards of school directors may make more liberal provisions for the admission of pupils to school in that they may change the period at which a child becomes six years of age up to any later date in the school year provided the said date falls within that particular school term. For example, a board of directors might rule that children could be admitted to school provided they become six years of age before the close of the school term. The home and school visitor is in a better position to explain the period of admission of beginners than any other individual because he should be thoroughly familiar with the pupil and is in a position to explain it to parents in detail.

b. The Upper Limits of the Compulsory School Ages

Beginning with July 1, 1938, children are required to attend school until their seventeenth birthday unless excused under one of the following provisions:

* The term "beginners" shall mean any child that should enter the lowest grade of the primary school or the lowest primary class.

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- (1) Have graduated from an approved senior high school having twelve grades.
- (2) Are regularly engaged in useful and lawful employment and hold an employment certificate issued according to law.
- (3) Are unable to profit from further school attendance as revealed by an examination administered either by an approved mental clinic or by a certified public school psychologist or psychological examiner. (See "c. Conditions under which Pupils May Be Excused, Suspended or Excluded.")
- (4) Are fifteen or sixteen years of age and issued a Farm and Domestic Service Permit. (Under the most dire circumstances pupils fourteen years of age, having completed in public or private schools the equivalent of the highest elementary grade in the public schools of the district, may be issued a permit upon recommendation of the proper superintendent, provided it is approved by the Superintendent of Public Instruction.)
- (5) Live more than two miles from the nearest schools for which they are eligible and for whom transportation is not provided.

c. Conditions Under Which Pupils May Be Excused, Suspended, or Excluded

Definite provisions have been established for the suspension and exemption of uneducable public school pupils in Pennsylvania. The School Laws have empowered the State Council of Education to define certain procedures in connection with excusal, suspension, and exclusion.

(1) Excusal of Children

(a) Provisions for Excusal

The standards established by the State Council permit a pupil to be excused from further attendance at school if he has a chronological age of sixteen or more years and a mental age of less than ten years on at least one appropriate individual mental test or examination.

(b) Procedure for Excusal

1. He shall have been examined individually and found to have a mental age of less than ten years on or subsequent to his sixteenth birthday in a mental clinic that is approved by the State Council of Education, or by a person who is certificated by the Department of Public Instruction as a psychological examiner or as a public school psychologist.

2. On Form PICA-57 approved by the State Council of Education a report of such findings, with other relevant data, and an affirmation signed by an official representative of the clinic or by the examining person, to the effect that the child may properly be excused from further school attendance on account of mental incapacity, shall be presented to the board of school directors. School districts of the first class and certain school districts of the second class may follow step five and report on Form PICA-58. (See Appendix-B for forms.)
3. Upon authorization by the board of school directors the secretary shall send the application for excusal to the Chief of the Division of Special Education who will either forward it to the Chief of the Division of Child Accounting and Research for final approval or reject it.
4. The child will be officially excused when the superintendent or other responsible officer of the district, county, or township, receives the application blank duly approved by the Chief of the Division of Child Accounting and Research.
5. On presentation to the Division of Child Accounting and Research and to the Division of Special Education of evidence that an adequate procedure is being followed in excusing public school pupils on the basis of the State Council of Education's definition of mental grounds of excusability, school districts of the first class shall, and school districts of the second class may, on permission from the Chief of the Division of Child Accounting and Research, make on or before July 15, annual reports of acts of excusal, giving such data as the Chief of the Division of Child Accounting and Research may request on Form PICA-58.

(2) Suspension of Children

(a) Provisions for Suspension

A child may be suspended from entering or continuing the first grade if his mental age is less than four and one-half years. He may, and should, be considered for admittance to the first grade the following year provided he has attained a mental age of four and one-half years or more, and be permitted to enter the regular first grade or be placed directly in a special class for mentally retarded children. Ideally, the latter is likely to be the

better plan, although for certain practical reasons it may be considered preferable to try him out for a year in the first grade before he is given special-class opportunities. If he is found to be sufficiently low mentally, he may be suspended again, or excluded.

(b) Procedures for Suspension

1. The child shall have been examined in a mental clinic that is approved by the State Council of Education, or by a person who is certificated by the Department of Public Instruction as a psychological examiner or a public school psychologist.
2. The child may be suspended for the remainder of the school year upon the recommendation of the authorized person conducting the test and upon further recommendation by any supervising principal or teacher, or by a superintendent or supervising principal after approval or authorization by the board of school directors.
3. On or before the opening of the subsequent school year the child should be tested again under approved conditions to determine whether he has yet attained a mental age of four and one-half years or more.
4. Providing a mental age of four and one-half years or more is obtained on the tests of a subsequent year, the child should then be recommended for entrance into the first grade, or given special-class opportunities.

(3) Exclusion of Pupils

- (a) The State Council of Education has made provisions for the exclusion of children so mentally retarded through an individual psychological examination administered in a mental clinic approved by the State Council of Education, or by a person certificated by the Department of Public Instruction as a psychological examiner or a public school psychologist. The child who is mentally retarded may be considered uneducable under any three of the following conditions:
 1. His intelligence quotient is below fifty.
 2. His intelligence quotient is between fifty and sixty-nine and it has been demonstrated in an approved special class that the pupil is unable to learn to support himself in a favorable environment.
 3. His intelligence quotient is less than seventy-five and the pupil is known to have behavior traits symp-

tomatic of permanent inability to learn to maintain himself without supervision in a favorable environment.

(b) Procedure for Exclusion

1. The board of school directors, teachers, and school enumerators, attendance officers, and home and school visitors shall report to the district or county superintendent of schools on or before the fifteenth day of October of each year, and thereafter, as cases may arise, any child of compulsory school age who is gravely retarded in school work, and any child of compulsory school age who, because of apparent exceptional physical and mental condition is unable to be properly educated in the public schools.
visitors, shall report to the district or county superintendent of schools on or before the fifteenth day of October of each year, and thereafter as cases may arise, all children of compulsory school age who are gravely retarded in school work and any child between the ages of six and sixteen years who, because of apparent exceptional physical and mental condition, are unable to be properly educated and trained in the public schools.
2. The child shall be examined by a mental clinic approved by the State Council of Education or by a person certificated by the Department of Public Instruction as a psychological examiner or a public school psychologist.
3. If the child's intelligence quotient is between fifty and sixty-nine he should first be placed in an approved special class in order to give him an educational opportunity which may properly serve his needs. If, in a special class, he demonstrates his inability to learn to support himself in a favorable environment, he may then be excluded.
4. A child with an intelligence quotient of less than seventy-five, who is known to have shown behavior symptomatic to show his inability to maintain himself without supervision in a favorable environment, is considered uneducable and is a subject for exclusion.
5. Form PISE-7 is to be made out in triplicate (one copy for the board of school directors) and the other two copies, so marked, sent to the Division of Special Education of the Department of Public Instruction.

6. A notification (Form PISE-6) is sent to the secretary of the board of school directors by the Chief of the Division of Special Education in the Department of Public Instruction, indicating the approval and transmittal of the report of said uneducable child to the Department of Welfare. (See Appendix B for forms.)

2. *Transfers*

The home and school visitor enjoys a position of strategic importance for effective service in connection with possible problems arising out of transfers of pupils from one district to another, or from areas within a district to other areas, or to non-public schools. This is particularly true in the case of large districts where the follow-up procedure is most difficult to administer. The routine type of transfer presents, of course, no special problem, hence does not touch the work of the home and school visitor. It is only when irregularities develop in the process of making the new adjustment that the services of such an official are most beneficial.

In order that uniformity may be obtained in the administration of these transfers and a proper accounting of them may result, the Department of Public Instruction furnishes a regulation card, Form PICA-23TC (See Appendix B for form) to superintendents, principals, and secretaries of boards of school directors, for such purpose. Immediately on the proper notification that a pupil plans to remove to another district or discontinues school attendance without such notification, a transfer card should be forwarded to the proper official in the district of the new residence. If no information is available of the destination of the pupil, the card should be sent to the Department of Public Instruction. In brief, the relationship of the home and school visitor to the problem of transfers is restricted almost wholly to responsibility in connection with the handling of irregular cases.

3. *Irregular Attendance*

The problem of absence is one that gives school administrators much concern. Any type of absence, therefore, becomes a matter of interest and steps are taken at once to ascertain the cause. When such becomes known, it is frequently found that misrepresentation has taken place and that the loss to the child could easily have been avoided. The home and school visitor has accordingly proved to be a very valuable asset not only to the school district, but also to the child through her ability to diagnose situations when making visits to the home and using her persuasive powers with parents. This is particularly true in such instances where parents are responsible for keeping children out of school for various types of employment.

a. *Excused Absence*

In addition to the eight types of excused absence, namely, illness, quarantine, death in the immediate family, impassable roads, incle-

ment weather, emergency permit, exceptionally urgent reason, and approved absence of non-compulsory attendance age, the law provides for further exemptions for children under certain conditions explained under C-1 b and 1 c of this chapter.

b. Unexcused Absence

The most challenging responsibility in connection with the work of the home and school visitor lies in the direction of investigation and adjustment of cases of unexcused absence. Here, if anywhere, is called into play all the resources she can command. Irregular attendance on the basis of unexcused absence includes absence through parental neglect, illegal employment, and truancy. In districts where a home and school visitor is employed, such a person is ordinarily delegated to investigate all forms of illegal absence. This person is therefore really the point of contact between the home and the school and is often the only contact. Since she is to go as a representative of the schools, she should go not as a militant representative of the law, but rather as an ambassador to establish the best possible relations of cooperation and helpfulness among all parties concerned.

4. *Law Enforcement*

The problem of truancy is a negligible factor in irregular school attendance. With the development of the individualized curriculum, a greater amount of hand work for the child interested primarily in manual activities, extra-curricular activities, attractive school surroundings, and teachers educated to understand better the personality problems of children, the school has become one of the most attractive places in the community. The child who is sent to school and does not arrive there is usually running away from an educational situation that he is unable to meet. It is the work of the home and school visitor to find out the cause of the child's difficulty and the remedy necessary for bringing about the child's adjustment.

Experience has demonstrated the fact that unless there are state laws to restrict the employment of minors at too early an age, in occupations detrimental to their health and morals, they will develop into men and women poorly fitted mentally, morally, and physically to perform, with maximum efficiency, their part in the world of tomorrow. A rigid enforcement of the school attendance and child labor laws, therefore, becomes imperative. The home and school visitor, by virtue of her position, finds in this type of service an opportunity to teach the gospel of respect for the law through the medium of a sound, sympathetic, common-sense method of administration.

D. PROBLEMS OF DELINQUENCY

If we are to deal intelligently with the delinquent child, our first step should be to discover the symptoms of delinquency at the earliest pos-

sible moment. Since most children attend at least the early grades of the elementary school, this is the logical place to discover pre-delinquent tendencies and thereby prevent the child's coming into conflict with the law. In some instances children have been real problems for approximately six years before they enter school. Since some evidences of social maladjustment appear in marked degree in the child of pre-school age, it is necessary to have the beginning of a program of social adjustment for some children in the kindergarten or the first grade in the elementary school.

1. *Symptoms of Maladjustment*

Keeping in mind that definite behavior problems are just as much symptoms of some underlying maladjustment as are certain traits, the following list of symptomatic conditions is given:

- (a) Seclusiveness, unsociableness, abnormal interest in reading, abnormal interest in movies.
- (b) Suspiciousness.
- (c) Unhappiness, depression, brooding tendency.
- (d) Rebelliousness, resentfulness, disobedience, high temper.
- (e) Fearfulness, timidity.
- (f) Cruelty to animals and to other children, bullying.
- (g) Easily discouraged.
- (h) Suggestible.
- (i) Overly critical of others.
- (j) Sensitiveness.
- (k) Cheating.
- (l) Lack of special interests.
- (m) Impulsiveness, lack of control.
- (n) Destructive tendencies.
- (o) Stealing.
- (p) Swearing.
- (q) Dislike for teacher.
- (r) Impertinence.
- (s) Indifference to rights of others.
- (t) Unsatisfactory school record.

Where these tendencies are evident, the home and school visitor working with the teacher should begin a case study of the child and his environment. No effort should be spared in bringing about a correction of the child's maladjustment as early as possible to prevent the development of anti-social traits and habits.

2. *Program for Prevention of Delinquency*

The home and school visitor should see that at least the following steps are taken in each case in order to help the child keep from becoming a delinquent. It must be kept in mind that children either learn to become delinquent or else they do not learn how not to become delinquent.

- (a) Provide a thorough physical examination.
- (b) Correct remediable physical handicaps (nutrition, teeth, etc.) or compensate for them (glasses).
- (c) Provide thorough psychological and psychiatric examinations.
- (d) Investigate objectively the different educational abilities (reading skills and the like).
- (e) Adapt to the child a curriculum based on the findings concerning his capacities, abilities, needs, and interests.
- (f) Study thoroughly the child's home background including such matters as parent-child relationship.
- (g) Study thoroughly the neighborhood influences, group attitudes, companions, and recreational facilities.
- (h) Utilize an extra-curricular program which will give to the child a normal outlet for his desire for security and recognition.
- (i) Help the child develop a constructive program of leisure-time activities that is meaningful to him and not obviously out of harmony with his social experiences and opportunities.

3. *Recreation as a Means of Preventing Delinquency*

No plan for the prevention of delinquency can fail to consider the recreational opportunities of the community. Play is the child's world in which he develops the physical and mental skills which are necessary parts of his education. Play satisfies the desires of the child for group life, for adventure, and for the opportunity to develop initiative and independence. The child accepts the recreational opportunities offered by the community. If these consist of low grade pool rooms and dance halls, all the constructive work that has been done by the school for correcting the child's maladjustment may be undone. The school must accept the responsibility for developing desirable forms of recreation through extra-curricular activities and for fostering a community sentiment through parent-teacher associations, churches, and service clubs for the development of desirable forms and the suppression of undesirable forms of community recreation. The work for the maladjusted school child must take into account all community problems. To ignore the vicious neighborhood surroundings that have been a contributing factor in the child's problem of adjustment would nullify much of the constructive work of the school program.

4. *Cooperating Agencies*

Some of the local organizations that assist in providing approved recreational facilities for school pupils are:

- Big Brother and Big Sister Organizations.
- Boy Scouts.
- Campfire Girls.
- Church and Sunday School Clubs.
- 4-H Clubs.

Girl Scouts.
Grange.
Hi-Y Clubs.
Knights of Columbus.
Settlement House Clubs.
Young Men's and Young Women's Christian Associations.
Young Men's and Young Women's Hebrew Associations.

To work out a plan for the correction of home and neighborhood problems requires the assistance of social agencies, city or county officials, the probation service, and the court.

5. *The School Child and the Court*

If a school child is involved in any case requiring court action, the home and school visitor should assist the court in making a wise disposition of the case by submitting a complete case history of the child's physical, mental, emotional, and environmental problems. Rules to be observed in Juvenile Court cases are:

- (a) The child shall not be confined in a jail or police station, pending a hearing. A Detention Home should be provided.
- (b) The time spent in a Detention Home should be as short as possible, and the time should be used to make further study of the child's case.
- (c) The child should never be taken to court for the purpose of frightening him.
- (d) In all cases of dependency and in many cases of delinquency the child should not appear in the court room. The referee system places the child upon probation without his coming into court.
- (e) A child's case should always be taken to court on petition instead of on a warrant.
- (f) Juvenile hearings should be separate and apart from regular court sessions with only those persons present who have a legitimate interest in the child's case.
- (g) When commitment is necessary, it should be done as a type of treatment or education and training. For the first offender a parental school as part of the public school system is usually preferable to commitment in a state institution.

6. *Cooperating Agencies*

- (a) The society to protect children from cruelty.
- (b) Probation service.
- (c) Children's agencies.
- (d) Family welfare agencies.
- (e) Church organizations.
- (f) Service clubs.

7. *Institutions for Delinquent Children*

(a) State and State-aided Institutions

Pennsylvania Industrial School, Huntingdon, Huntingdon County.

Pennsylvania Training School, Morganza, Washington County.

Glen Mills School, Boys' Department, Glen Mills, Delaware County.

Glen Mills School, Girls' Department (Sleighton Farm), Darlington, Delaware County.

(b) County Institutions

Thorn Hill School, Warrendale, Allegheny County.

Gumbert School, Perrysville, Allegheny County.

Luzerne County Industrial School, Kis-Lyn, Luzerne County.

Boys' Home, Reading, Berks County.

(c) Private Institutions

Beulah Anchorage, Reading, Berks County.

Elliott House, Philadelphia.

Elmwood Home, North Springfield, Erie County.

George Junior Republic of Western Pennsylvania, Grove City, Mercer County.

House of Good Shepherd, Germantown.

House of Good Shepherd, Philadelphia.

House of Good Shepherd, Pittsburgh.

House of Good Shepherd, Reading.

House of Good Shepherd, Scranton.

Philadelphia Protectory, Protectory Station, Montgomery County.

Rotary Home, Lancaster, R. D., Lancaster County.

Saint Joseph's Protectory, Norristown, Montgomery County.

Shallcross School, Byberry, Philadelphia.

Shelter Home for Girls, Lititz Pike, Lancaster County.

Toner Institute, Brookline, Pittsburgh.

E. EMPLOYMENT

1. *Reasons for Leaving School*

It is only in recent years that society has accepted the moral responsibility of placing an effective control on the employment of child labor in industrial and mercantile establishments. Prior to adoption of the modern policy, one of the persistent reasons for children leaving school as soon as the proper age was attained, was the opportunity to enter some form of regular employment. In fact, the economic status of the family frequently depended on such assistance to maintain its integrity. Fortunately, childhood is now under protection and the employment problem for leaving school has been reduced to a minimum.

However, there are other influences leading boys and girls away from school that must be recognized, all of which have a more or less direct relationship to the work of the home and school visitor. For example, traditional reasons for youth to leave the classroom outside of seeking employment include the restlessness of adolescence, failure of the school to interest the child, a curriculum that lacks flexibility, the experience of retardation, the greed and lack of vision on the part of parents, poverty or illness in the home, and lack of proper educational and vocational guidance. The home and the school have, accordingly, vital responsibilities to bring about changed conditions with respect to these factors, and consequently an enlarged service for school employes engaged in such work.

2. *An Educational Program to Increase Holding Power*

Assuming that a certain amount of school discontinuance will always obtain, modern school administration seeks to remove or remedy many of the factors that formerly were responsible for school loss. Perhaps the most promising influence at work is that of educational and vocational guidance. No school program is now complete without full provision for this activity. Similarly, much study is being directed at the present time to the enrichment of the content of the curriculum and the adaptation of such to the varying abilities of the pupil personnel. Vocational courses are being multiplied and made available for an increasing number of young secondary school youths. Scholarships, part-time courses, leisure-time activities, and the promotion of visiting housekeeper service for the home are other plans to assist young people to become adjusted to a more extended period of school attendance.

3. *General Employment*

If the economic conditions of the home require that a minor member of the family supplement the income necessary for its support, the proper procedure is to secure a general or a vacation employment certificate. When such is done, a careful check-up should be made to see that all requirements of the child labor law have been met in accordance with the information given in Bulletin 71, "A Digest of Laws Controlling School Attendance and the Employment of Minors," issued by the Department of Public Instruction. The home and school visitor will find an opportunity in such cases to verify information pertaining to ages, and through visitation to determine whether or not places of employment are meeting in full the requirements of the Child Labor Act.

a. *Type of Certificate Issued*

There are three kinds of employment certificates for persons under eighteen years of age and an age certificate for minors eighteen to twenty-one years of age, as follows:

- (1) *General Employment Certificate*, Form PICA-36-GEC, for those who want to work during the entire year. The applicant

must be between sixteen and eighteen years of age and submit a promise of employment signed by a prospective employer, together with other requirements set forth in Bulletin 71, "A Digest of Laws Controlling School Attendance and Employment of Minors," published by the Department of Public Instruction.

- (2) *Temporary General Employment Certificate*, Form PICA-36-T-GEC, to cover limited periods of employment not provided in the general certificate. This certificate is issued to minors who have temporary difficulty in clearing birth records or physical examinations and is valid for thirty days only.
- (3) *Vacation Employment Certificate*, Form PICA-31-VEC, for those who are employed during periods when the public schools are not in session. This form is used by minors between the ages of fourteen and eighteen who wish to work before or after school hours, Saturdays, holidays, and vacation periods.
- (4) *Age Certificate*, Form PICA-47-AC, for minors eighteen to twenty-one years of age who are employed. Rule M-21 of the Rulings of the Industrial Board relating to the Child Labor Act of 1915 provides that employers may require of all applicants for work who are over eighteen and under twenty-one years of age a proof-of-age certificate authorized by the Division of Child Accounting and Research of the Department of Public Instruction and issued and signed by the proper officers of the local board of school directors on the same basis for determining age as is required for the issuance of employment certificates. (See Appendix B for sample of form used.)

b. Problems Peculiar to Employment of Child Labor

(1) Pennsylvania Children Employed in Other States

All minors under eighteen years of age employed in Pennsylvania and residing in another state must hold an employment certificate issued by the school authorities of the district in which they are employed. The employment of such persons is contingent on their conforming in every way to the local regulations in effect.

In the event that the minor is a resident of Pennsylvania and seeks employment in another state, the conditions of such employment should not be in conflict with the Child Labor Act of 1915, as amended in 1927, 1929, and 1935.

(2) Employment and Migratory Children

*The child of the migratory worker presents a problem both to the district from which the migratory families move and the district into which these families go. When children leave

a school district, because of the employment of their parents in seasonal occupations, the school authorities of the district from which the family departs should immediately notify the school officials of the district into which these children go in order that all children of school age will be placed in school. If children of a neighboring state come into Pennsylvania for seasonal work, the home and school visitor should see that these children are enrolled in and attend school during the time that the family resides in Pennsylvania. She should see these children are not illegally employed. If violations are found and not corrected, she should notify the Bureau of Women and Children, Department of Labor and Industry, Harrisburg.

(3) Employment of Non-Resident Children

The child labor laws of Pennsylvania do not permit any child under sixteen years of age and not a resident of this Commonwealth to be employed or suffered or permitted to work in this Commonwealth in any factory or cannery, or in berry, fruit, and vegetable raising and harvesting, during the time at which the laws of the state of his residence require his attendance at school. They do permit, however, that in a case of lawful employment of such child during the summer vacation, the employer may have fifteen days in which to discontinue the child's employment after the date at which the laws of the state require the said child to return to school. The Child Labor Act, further, does not apply to children fourteen to sixteen years of age who are qualified for employment under the laws of the state of their residence and who have complied with other requirements of the child labor laws.

A child under sixteen years of age and not a resident of Pennsylvania before being employed, permitted or suffered to work at any time in this State in any factory or cannery or in berry, fruit, and vegetable raising and harvesting, must have a school requirement certificate (see Appendix B). This certificate must be properly filled out by the official in the district of the state in which the child resides certifying the child's age and the exact periods during which the child is required by the laws of the said state to attend school. The Pennsylvania employer having such a child in his employment during the period when the schools of the non-resident minor are not in session must acknowledge the receipt of the school requirement certificate within three days after it has been received. Within three days after the termination of employment, the school requirement certificate must be returned to the person in the school district of the non-resident minor where it was issued.

The school requirement certificate permits non-resident minors to be employed in berry, fruit, and vegetable raising and

harvesting, which can be classified as agricultural pursuits during the time the schools are in session in the district of the non-resident minor; provided, the laws of his state permit children under the age of sixteen to work in such employment. This cannot be at a younger age than fifteen, the earliest age in Pennsylvania for which a farm or domestic service permit may be issued. The school requirement certificate does not permit the non-resident minor to be employed in any factory or cannery, however, during the time the schools are in session.

(4) Industrial Home Work

Although industrial home work is being eliminated from Pennsylvania homes, if children are found to be assisting in this type of work, either in their own homes or in homes other than their own, the facts should be verified that there are no violations of the law. Any violation should be reported to the Bureau of Women and Children, Department of Labor and Industry, Harrisburg.

(5) Street Trading

The control of street trading is placed jointly on the State Department of Labor and Industry, the local school authorities, and the local police. The home and school visitor should, if possible, educate the home to realize the moral danger of undesirable associates found on the city streets at night, and the tendency of street trading to develop into professional begging. If violations of the child labor law are found, the school district should proceed against the parent and the employer. A statement of the provisions of the law in reference to street trading will be found in Bulletin 71, "A Digest of Laws Controlling School Attendance and Employment of Minors."

(6) Conditions Controlling Issuance of Vacation Employment Certificates

If a minor desires employment in a field not forbidden or at hours not in conflict with school attendance, a Vacation Employment Certificate should be obtained. This credential will allow the holder to work before and after school hours and in vacation periods, except as provided in Section 4 of the Child Labor Act. It is specified that the total hours of school attendance and of work combined shall not exceed forty-four hours in a single week, or eight hours in any one day. Furthermore, no minor under sixteen years of age is permitted to work in, about, or in connection with, any manufacturing or mechanical occupation or process.

(7) Dangerous Occupations

Section 5 of the Child Labor Act enumerates various dangerous, unhealthful or morally unwholesome employments in which certain minors may not be engaged. Since this is a limitation of the common-law right to contract for labor, the provisions of the Section should be carefully interpreted. Only those occupations can be construed as forbidden as are excluded in express terms or by clear, necessary interpretation. For example, the packing and banding of cigars is not expressly forbidden. The only allied occupation mentioned in the Section referred to is "stripping, assorting, or manufacturing tobacco." It cannot be fully construed that this was intended to cover the work of packing and banding cigars; hence, the packing and banding of cigars is not a form of employment forbidden to a minor. See pages 54, 55, and 56 of Bulletin 71, "A Digest of Laws Controlling School Attendance and Employment of Minors," published by the Department of Public Instruction, for a list of occupations prohibited to minors.

4. *Farm and Domestic Employment.*

Domestic service in private homes is interpreted to mean such service in the homes of minors and in the homes of other persons, but does not include employment in hotels and boarding houses.

Section 1416 of the School Laws of Pennsylvania, as amended in 1937, provides that regular attendance at school shall not apply to any children between the ages of fifteen and sixteen years, who has completed a course of study equivalent to six yearly grades of the public schools, and is regularly engaged in farm work or domestic service in a private home on a permit issued by the respective board of school directors or the designated school official of the respective school district. It is further provided that no minor under fifteen years of age may be employed upon a farm or at domestic service in a private home during the time the public schools are in session, and no such minor may be so employed unless he holds a permit issued in accordance with the regulations which are prescribed under the direction of the Superintendent of Public Instruction. Such permits may be issued during the school year 1938-1939 to minors fifteen and sixteen years of age, and during 1939-1940 and every year thereafter, to minors fifteen, sixteen, and seventeen years of age.

a. Types of Permits Issued

There are two types of farm or domestic service permits that are prescribed by the Superintendent of Public Instruction; namely, the Emergency Permit (Form PICA-37-A-FDS-EM) and the Exemption Permit (Form PICA-39-A-FDS-EX). The Emergency Permit is intended to apply to cases of minors who desire to be ex-

cused from attendance at school for periods not to exceed thirty days, whereas the Exemption Permit covers permission to be excused from attendance at school for the remainder of the year. A return to school automatically cancels the privileges of either permit. If it is found, furthermore, that the urgent need under which the permit was originally issued no longer exists, such permit shall be canceled and the holder be required to return to school. (See Appendix B for forms used.)

b. Certificates for Non-Resident Minors

(See Item E-3-b (3) "Employment of Non-Resident Children in Pennsylvania.")

c. Problems Pertaining to Farm and Domestic Employment

Before a child fifteen or sixteen years of age (persons fourteen years of age who have completed in a public or private school the equivalent of the highest grade of the elementary public school organization of the district may be issued a permit under the most dire circumstances when recommended by the proper superintendent and approved by the Superintendent of Public Instruction) is excused from school to assist in the home of the parent, the Home and School Visitor should verify the statement that the need in the home is valid. If poverty in the home is the reason for the child's leaving school, an attempt should be made to supply the child with a scholarship that would enable the parents to secure other workers to give the assistance that the child would have given. If illness in the home is the cause of the child's leaving school, the home and school visitor might be able to secure the services of a visiting housekeeper who would assist in the home during the period of illness. If visiting-housekeeper work has not been developed as part of the program of a local relief organization, it is sometimes possible through these organizations to find persons who wish to perform these services as a form of "work relief."

An important phase of the home and school visitor's program is supervising the young girl who goes into domestic service, either full or part time, in a home other than her own. This work is fraught with serious dangers if the child finds herself in a home without high physical or moral standards. The following rules should be observed before a domestic permit is issued:

- (1) Determine that a financial need exists in the home of a girl fifteen or sixteen years of age that requires her to enter this type of employment. A child's educational welfare should be jeopardized only when the issuing official feels that it is the very last resort in solving the problem confronting the family.
- (2) Visit the home of the prospective employer to verify the facts that:

- (a) The home is a fit place physically and morally for the child.
- (b) The minor will have a bedroom not shared by any adult member of the household.
- (c) There are no male lodgers in the home.
- (d) The work and hours are not excessive.
- (e) The minor will not operate power-driven machinery. (This includes power-driven washing machines.)
- (f) The minor will not be allowed to do work for which a general employment certificate is required.
- (g) The minor will not be left alone during the day while the employer works elsewhere.
- (h) The minor will not be left alone regularly late at night.

The employer should furnish the names of at least two persons, preferably the family pastor and the family physician, whom the home and school visitor should visit to verify the facts concerning the desirability of the home as a place of employment. Even with careful preliminary investigation, the homes in which minors are employed should be visited regularly by the home and school visitor or by some school official.

Similarly, no pupil fifteen years of age or over (fourteen years under certain circumstances as explained above) may be absent from school to engage in farm work unless an emergency or an exemption permit is secured by the parent. If a distinct need for the services of the child has arisen, school authorities should use every effort to persuade the parents that a permit is the most practicable type of certificate to be issued to cover such a contingency. The permit assumes a temporary situation only, which means that the child will again return to school.

5. *Agencies Cooperating in the Solution of the Problem of Child Employment*

Unfavorable home conditions have ever been one of the main contributing factors to the problem of child employment. Illness in the family, lack of knowledge of the standards of conventional household practice, and social agencies of one type or another that are instrumental in destroying the integrity of the family, are some of the influences that are constantly at work, particularly in the highly congested centers. Such conditions promote the employment of children to supplement the family income. Frequently, the assistance of a visiting housekeeper or of an agency similar in purpose is all that is needed to reach a solution that ultimately takes the child out of employment and restores him once more to his rightful inheritance—the schoolroom.

a. The Visiting Housekeeper

Visiting-housekeeper work has been developed in some of the larger cities as part of the work of private social agencies to care for problems that arise within the home. In some instances, the

visiting housekeeper is an educated household economist, who goes into the home for the purpose of giving instruction in household economy to the mother or other homemaker who lacks the preparation or the ability to provide an efficient home for children. In other agencies, capable women who are able and willing to work, but who are unable to obtain other employment, are employed by social agencies to care for a family temporarily during the illness or disability of the mother in order that the children of the home may not be neglected because of the inability of the homemaker to give them proper care. In still other agencies the visiting housekeeper becomes a permanent part of the household to prevent the breaking up of the family because of the death or permanent disability of the mother. Although the work of the visiting housekeeper may not have been developed as part of the social work of the community, the local social agencies frequently are able to send one of their clients into a home to assist the family in meeting an emergency situation.

b. Organizations Offering Visiting-Housekeeper Service

- (1) Visiting Housekeeper Association, Detroit, Michigan.
- (2) Junior League, 152 East 45th Street, New York City.
- (3) Jewish Social Service Association, 71 West 47th Street, New York City.
- (4) New York Urban League, 202 West 136th Street, New York City.
- (5) Brooklyn Urban League, 105 Fleet Street, Brooklyn, New York.

F. CENSUS ENUMERATION

One of the essential factors governing the efficient administration of a system of schools is an accurate and continuing census of all children between certain ages provided by law, who are living within a district. While the primary purpose of such a census has in the past concerned itself largely with an accounting of children of school age, recent years have witnessed an enlarging conception of this function in Pennsylvania in that such census now includes within its scope a census of alien residents ten years of age and over who are unable to read or write the English language, and of all persons twenty-one or more years of age resident within the district who are not citizens of the United States. This newer conception of the purposes of a school census will make possible the organization of a program of education that will be more nearly in accord with current educational thought. Such an aim does away, of course, with the original purpose of a school census, namely, a basis for the determination of state-aid. Later, this objective was to a great degree replaced by the thought of its value as a method to determine the magnitude of the educational program during the period affected by the compulsory attendance laws. Finally, the reaching out into more mature age groups provides an essential source of information necessary to the formulation of a program of educational service for which a community should feel itself responsible.

1. *Aliens*

Section 1425 of the School Laws of Pennsylvania require that the board of school directors of each school district shall cause to be taken a census of aliens in 1938, in 1945, and every ten years thereafter, or oftener, including all persons twenty-one years of age or more, resident within the district who are not citizens of the United States. The information secured shall include the full name of the alien, age, sex, nationality, place of residence in the district, and a statement covering the fact that the person so enumerated had never filed any papers, was merely a declarant, or had petitioned finally for full citizenship privileges. This enumeration shall be made by careful inquiry at the residence of each family in the district, and the persons giving the information shall be required to certify to its correctness under oath or affirmation. It will thus be possible to determine the amount of adult alien population at regular intervals in order that effective programs of education may be made available to those of mature age as well as the young.

2. *Illiterates*

In similar manner, a board of school directors shall cause an enumeration to be held of all persons ten years of age, or over, resident within the district who are unable to write the English language in accordance with the standards formulated by the State Council of Education. Each person so enumerated shall be recorded as to name, age, sex, race, nationality, place of residence in the district, whether able to write English, read English, and speak English. The standards set up by the State Council of Education shall determine whether the person so enumerated is able to speak English, to read English, and to write English.

The secretary of each board of school directors, or a person so authorized by the board, shall, at or before the opening of the school term, furnish to the principal or teacher of each school in the district, a complete list of names and addresses of all aliens resident in the district who are ten years of age and are unable to read or write the English language.

3. *Children Six to Eighteen Years of Age*

Pennsylvania counts its children once a year between March 1 and September 1. This enumeration includes all children between the ages of six and eighteen years. The proper accounting of this group, then, from the standpoint of school attendance, will include a system of records to show how many are enrolled in the public schools, how many are registered in parochial schools, the number seeking instruction in private schools, and those who for one reason or another are not identified with any type of formal instruction.

Further details governing the administration of the school census may be found in Bulletin 71, "A Digest of Laws Controlling School Attendance and Employment of Minors," pages 36 and 37.

IV. TECHNIQUES FOR THE HOME AND SCHOOL VISITOR

The techniques used by the home and school visitor are those common to all forms of social case work, namely, investigation, diagnosis, plan of adjustment, corrective work, and periodic follow-up. The listing of these various aspects of the work of the home and school visitor should not be taken to mean that they are completely separate activities that must follow in a given order. From the very first as the investigator studies a case he is likely to be making hypothetical diagnosis, but as he gets into the case he is quite likely to change his guess as to causative factors and trends. In fact, he may, and probably should, change his ideas as to the essential information several times before he decides to act on the basis of any one of them. However, the steps suggested represent a logical order of procedure in which most workers would attack the problem of understanding properly any maladjusted child.

A. INVESTIGATION AND DIAGNOSIS

The first formal investigatory step should be the careful study of previous records on the child who is to be helped.

1. *Previous Records*

These records should include evidence as to the child's physical condition, objective test evidence as to the child's mental capacity and his educational abilities, school records as to quality of work done, attendance, social and personality development, and any recorded statements or anecdotal reports of behavior which may have been made by his former teachers. In a few instances, if the pupil is somewhat older, there may be some reports of social agencies and, occasionally, some court records either on the pupil or his family, or both.

These records should be brought up-to-date. This may involve either a physical reexamination or a more elaborate and intensive physical examination. Further psychological and psychiatric examinations should be used both for verification purposes and for ascertaining more recent behavioral developments. As was suggested earlier in this bulletin, a further examination of the child by the psychologist using the recently developed Vineland Society Maturity Scale may add significant information concerning the child.

2. *Interview*

While there is no reason why the child should be avoided while the records are being collected, inspected, and elaborated, the more lengthy interview with the child will most effectively follow a thorough study of all such information. In some instances, the interview with the child may be followed by interviews with the parents or other interested adults who may choose to come to the school in the child's interest.

Therefore, when space may be obtained, there should be a small room, simply and comfortably furnished, available for the home and school visitor in which to hold interviews with children, parents, or other school officials. The setting in which the child's problem is discussed frequently affects the attitude of the parent or child as to the lightness or seriousness of the child's problem and strengthens the confidence of the parent and of the child in the ability of the worker herself. The mentioning of such facilities as these should not be taken to mean that interviews can be conducted only under such circumstances. Numerous very valuable interviews have occurred on street corners or while riding in an automobile.

The interview with the child is the most important tool that can be used to win the confidence of the child and to bring about changes in attitude which are necessary in solving the problem of maladjustment. It is during the interview that the home and school visitor builds up the friendly relationship with the child that will enable both to discover the cause of the difficulty. Children seldom know the reason for their anti-social acts. Conflicting emotions rooted in some school, home, or neighborhood difficulty are usually the causes of misbehavior. For this reason the interview with the child should follow closely the act which showed his anti-social tendencies. In special cases with more mature students, the interview should be by appointment, with both pupil and home and school visitor prepared to discuss the underlying causes of the maladjustment. There should also be a definite time during the day when pupils or parents may go voluntarily to the home and school visitor to discuss problems of which the school had not been aware.

The parent should be encouraged to come to the school to discuss the child's problems with members of the school staff. In these interviews the school may learn much of the child's home difficulties. The parent may also learn about the standards and ideals of the school. In this way a spirit of cooperation in assisting in the development of these ideals may be assumed by the parent. The attitude to be taken with both parent and child should be one of friendly interest, sympathetic not sentimental, and always unprejudiced. An attitude of preaching, grilling, or punishing should be avoided. The time for the interview should be at a time when neither parent nor home and school visitor is tired or hurried.

3. Conference with Teachers and Principal

In order that the child's problem may be seen in the same light by all members of the school who are working for the adjustment of difficulties, group conferences are necessary at times. These groups should be as small as possible in order that only those persons who are needed to make the child's adjustment shall be present when the problem is discussed. Conferences between the home and school visitor and individual members of the staff should be held frequently. These should be held not only during the early steps of the study of the case but also throughout the follow-up period. Such conferences, if used wisely, will serve as a splendid means of increasing the understanding cooperation of the rest of the school staff with the home and school visitor.

4. *The Home Visit*

To try to work with a maladjusted child without having first-hand information concerning his home is like trying to drive a car on a dark night without any lights. It should be kept in mind that the purposes of such visits are:

- (a) To establish friendly relationships.
- (b) To study home conditions.
- (c) To learn the attitude of the parent toward the child and toward the school.
- (d) To find out the child's special difficulties.
- (e) To learn his attitudes, habits, and associates.

The home visit should be made with the utmost tact and friendliness. The home and school visitor should have studied the child's background sufficiently to find some point of common ground on which to meet the mother. Lacking any other point of common interest, the school subject or activity in which the child is most successful might be mentioned. With tact and patience, the home and school visitor will succeed in developing the rapport necessary to win the cooperation of the normal parent in assisting in the program for the child's adjustment.

The use of notebook and pencil should be avoided while making a home visit. Names and addresses may be written on slips of paper carried in the pocket or pocketbook. It is sometimes possible to write on cards carried in the coat pocket without the person being interviewed being aware that this is being done. It is better to try to remember a few facts during each visit and to make note of these as soon as possible after leaving the home of the person interviewed.

If possible, the home and school visitor should make it a point to get in touch personally with interested relatives or other persons who may have had some significant contacts with the child being studied.

5. *Diagnosis*

After all available sources of information have been tapped and the child's situation has been studied from its various angles, an attempt should be made to decide upon underlying causes, interpretations to be placed upon his different acts, and possible lines of future action. Such diagnosis of the child's problem should be made jointly by the school superintendent or principal, the guidance counselor, the teacher, and the home and school visitor. This will require either individual or group conferences. When the diagnosis is made, it should be based on the findings of the investigation. It is not sufficient to know that the child has an anti-social tendency. It is not sufficient that the cause of this tendency be known. What leading modern specialists suggest as a means of solving the problem must also be known. Opinions based on preconceived opinions and prejudices should be carefully avoided.

Once a diagnosis is made and a line of action determined upon, no hesitation should be felt in changing to another diagnosis and to some



THE HOME AND SCHOOL VISITOR MEETS THE PARENT, THE SCHOOL NURSE, THE TEACHER, THE PRINCIPAL, AND THE SCHOOL PHYSICIAN IN CONFERENCE TO SEEK A SOLUTION TO PERPLEXING PUPIL PROBLEMS

other attempt to facilitate adjustment. Not infrequently, it is necessary to hold tentatively to several possibilities until a more definite course of action can be decided upon.

B. ADJUSTMENT PROGRAM

An adequate adjustment program should include well-made plans for improving the adjustment of the child, the carrying out of those plans by all concerned, and the follow-up to see what results have been accomplished. The treatment of the individual child's problem will depend upon available services for the correction of physical and emotional handicaps and the ability of the school to persuade teacher, parent, and community to join in this service for the child.

1. *Plans*

The plan of adjustment of the school child's problem must always be an individualized program. Since social maladjustment is the result of a faulty environment, the factors must be analyzed carefully. The plan of adjustment may be a very simple and inexpensive one. So much may be done with so little cost if someone "cares enough" to do it. The de-

termining factor in every plan is the "present need in the light of past circumstances and future possibilities." This program may sound formidable for the average school, but the workers in the field have reported that many times the solution is quite simple. Impudent little Annie just "wanted the teacher to smile at her about once a day." Little "Truant John's" eyesight was so poor that he could not see the words. But as he "had never seen words" he failed to comprehend what the teacher was talking about. He ran away from school because he "just couldn't seem to understand." Little George, "the thief," stole pencils to give to the big boys so that they would not call him "Orphan Baby." A part of every program for the social adjustment of the school child, and the only program necessary in some cases, is that someone shall understand such "heart hungry" little children.

While the purposes of an adjustment program are likely to be stated in general terms, they should be supported or elaborated by means of specific things to be done by the home and school visitor herself, by the parents of the child, by the child's teacher, by the administrator, by community agencies, and by the child himself.

The plans that are made should have at least the following characteristics:

- (a) Within limits, the purposes and meaning of the readjustment program should be known by the child in whose interest it is being developed. For the most part, this will mean to the child that he is working toward a better adjustment with his fellow classmates, his home, his school, or his community, than was previously the case. Depending upon his age, his insight, the nature of his maladjustment, and on the advice of the psychologist, psychiatrist, or the physician, it may be better for him not to go too much into detail concerning the fundamental motives or contributing factor back of his changing adjustment. In other words, in some instances, it may be better for the child to be aware of his changing symptoms rather than their basic causes.
- (b) The adjustment goal set up must be reasonable. It must be attainable in light of the facilities at hand or which are attainable with reasonable effort. This goal must be socially meaningful and acceptable to the child. To endeavor to get a child who may in all probability have to spend a large part of his early life in an economically deprived neighborhood to adjust to a Little Lord Fauntleroy status is to spell defeat for the adjustment program.
- (c) While the adjustment program will have its larger aspects and major aims, it must be reduced at first to small limits of behavior. To try to get a child to adjust by "being honest" is acceptable as a general aim. But in the process of his becoming honest, the steps to be taken will need to consist of such behavior limits as "not stealing apples from Tony," "not stealing pencils," "not looking on someone else's paper," and "playing fair" in games.

- (d) The adjustment program must be such that the child can see, with the help of the home and school visitor or other interested adult, that he is making progress. This means that the child should have a part in the keeping of records on his behavior, that he be helped in such a process, and that the expectations of him be such that he understands them and can observe them. This is possible, whether it pertain to the number of headaches (with and without glasses), the number of stealings, the number of times he has to remain after school, or the number of words he can read understandably, in a given amount of time.

2. *Putting the Program into Effect*

Once a corrective program is definitely planned, putting it into operation is a relatively simple matter. The function of the home and school visitor in this connection may range from the one who actually carries out the specific details to that of finding the agency to accomplish a given end and then seeing that the child has access to the agency. No little tact will be needed on the part of the home and school visitor in enlisting the active cooperation of a number of agencies in the interest of a given child. Occasionally, petty jealousies and animosities are encountered on the part of certain agencies or on the part of certain of their personnel. For the most part, these are usually defensive or compensatory symptoms and can be dealt with the same as any other maladjustments.

3. *The Follow-up*

To fail to follow through on an adjustment program to see if the desired results are being accomplished or to see if the improvement in behavior is continuing is to make a farce of the home and school visitor program. Not a few agencies work upon a condition until it is improved and then turn to the next condition or case with no intention of returning later to see if the improved condition continues. The work of the home and school visitor is with children whom she is endeavoring to get to form new habits. These habits can not be formed with only one repetition; the desired behavior must be evoked over a sustained period of time. Since many of these habits have to operate in an adverse environmental situation, it is all the more necessary that periodic follow-ups be made, the frequency and duration of them to be determined by the condition being corrected, the nature of the child, and the total situation within which the new habits must operate.

C. MAINTENANCE AND USE OF RECORDS

Records should not merely be maintained. They should be used. With the increased emphasis upon the use of cumulative folders that can be used throughout the public school educational experience of a child, they should bear good fruit. There are instances, however, when the social records of the maladjusted child should be kept separate from the pupil's cumulative records. These records should be in folders filed in the conference room, and should be available only to those people who are assisting in the solution of the child's problem.



THE HOME AND SCHOOL VISITOR LEARNS BACKGROUND FOR GROUP AND
INDIVIDUAL INSTRUCTION

1. *Information and Facilities Needed*

The records should be simple in form so that they may be easily interpreted by anyone to whom the record is made available. A case history sheet, such as shown in Appendix C may be used to record facts obtained from school records, the records of other social agencies, and facts learned during the interview with the child or parent. With this history sheet there should be a chronological record in which each contact is recorded under the date on which the contact was made. The items recorded in the chronological history should be correctly dated, with names and addresses of persons interviewed as well as their information and reactions concerning the specific problems that the child and his family present. The records should give a vivid and concise picture of the child in the family and neighborhood groups. In addition to the Social History there should be filed a duplicate copy of the health record, including dental record, copies of intelligence and achievement tests, scholarship record, record of interests and attitudes, and extra-curricular activities. These social records will contain much information learned during the various interviews which should be considered confidential and treated as such. All cases should be periodically reviewed and summarized. The use of the child's picture in these records will increase the value of the records and often helps the home and school visitor to associate names with faces.

If the data on these records are to be used for research purposes, it will be well to assign each case a number and use that number on all records that are kept in the home and school visitor's general file. There should be kept a confidential small card file giving the names and number of each case. There should also be a small card file by means of which systematic follow-ups can be facilitated. Merely by putting "John Smith's" card under the date of April 15 and taking the cases on the days they come up will do much to insure proper check-ups on cases with a minimum amount of bookkeeping.

The school attendance data and the reports submitted to the Division of Child Accounting and Research of the Department of Public Instruction should be accessible to the home and school visitor. All attendance, age, grade, and school progress reports should be studied carefully by the home and school visitor for the purpose of discovering and correcting individual and group maladjustments to the pupils of the school district.

2. EFFECTIVE UTILIZATION OF MATERIALS

The use of such records in the ways that have been indicated throughout this bulletin will soon make apparent their value and increase the value of the home and school visitor to the schools in which she works. Certain agencies outside the school should either know of the availability of the records of the home and school visitor or should be supplied periodically with the information for which they have a steady need. Such agencies would include:

- (a) Local relief agencies who are interested in the child's family problems.
- (b) Child placing agencies.
- (c) Mother's assistance fund worker.
- (d) Juvenile court and probation officer.

V. CONCLUSION

The material in this bulletin has been presented in such a way as to show the history and legal status of the home and school visitor in the public school system, and to indicate the fundamental purpose of the program. The statement of the duties of the home and school visitor should be of distinct help not only to those actively engaged in this work, but also to those who are contemplating entering upon this field of service. In connection with the discussion of certain major problems which the home and school visitor is most likely to face, the attempt has been made not only to bring out the fact that the home and school visitor has certain definite legal responsibilities along the line of the work done by the conventional attendance officer and to present specific suggestions for carrying out that phase of the program, but also to make the home and school visitor aware of a much broader and more fundamental social philosophy which underlies the program. In order further to facilitate this work, specific legal citations are given and the forms most commonly used in connection with various phases of this work are reproduced. It is hoped that the bibliography which is presented will be of help not only in the sense of providing material related directly to the task at hand, but also to provide general orientation.

Too much emphasis cannot be given to the insistence upon the home and school visitor realizing that her responsibility goes far beyond the conventional attendance officer duties. The home and school visitor must take as her basic point of departure the point of view that her responsibility is that of seeing that children's adjustments are facilitated not only by helping him to conform to the demands of the school or other agencies in society but also through the more fundamental approach of explaining the child to the community and all of its agencies, in order thereby to help those agencies make their demands upon the children socially defensible and psychologically sound.

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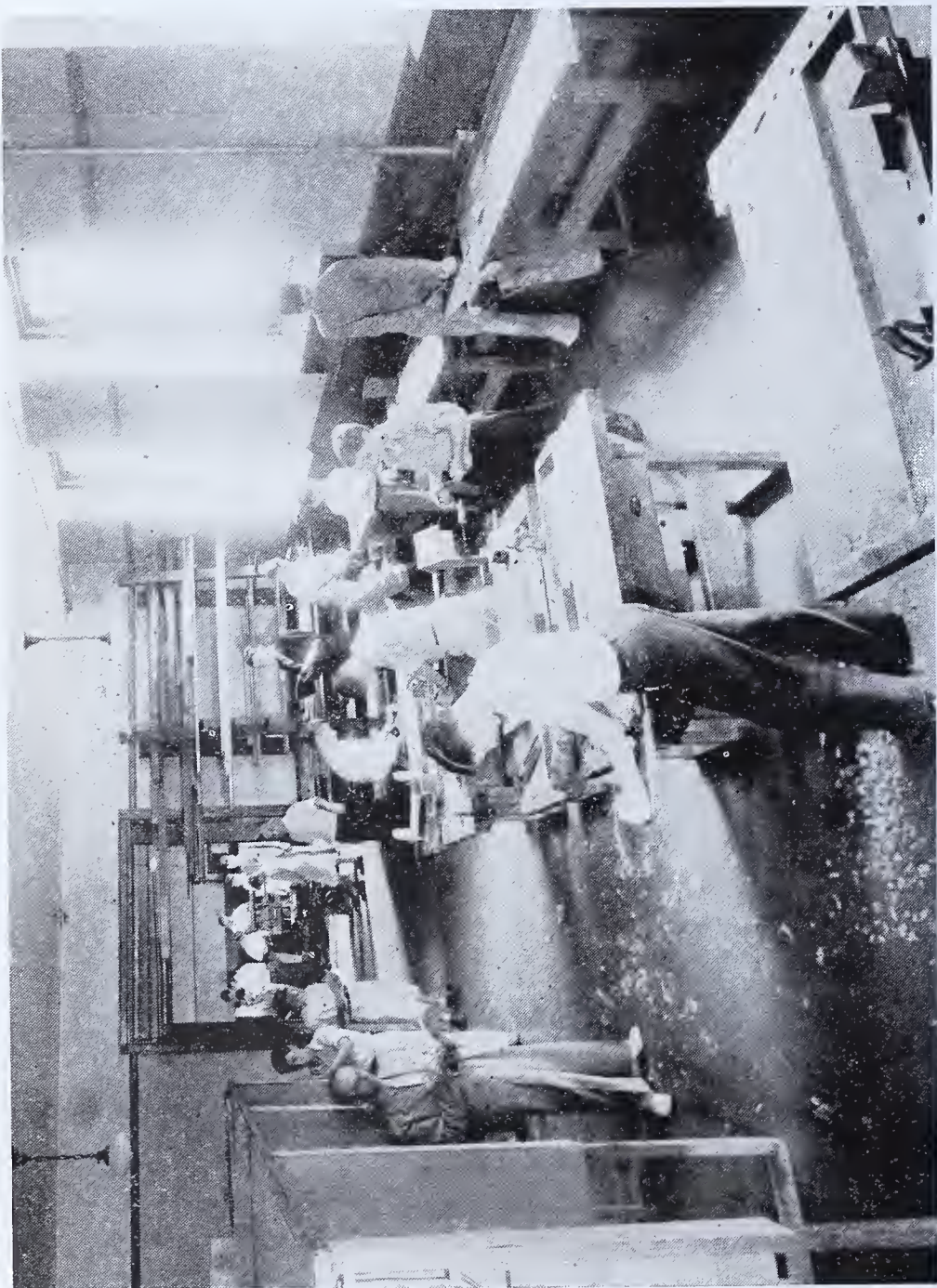
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A SUGGESTION OF A METHOD TO INTEREST SIXTEEN AND SEVENTEEN YEAR OLD BOYS HOME AND SCHOOL VISITOR,
PITTSBURGH SCHOOLS

APPENDIX

A. SECTIONS OF THE LAW PERTAINING TO THE WORK OF THE HOME AND SCHOOL VISITOR

1. *Provisions for Home and School Visitor*

Sectin 1432. *Provisions for Home and School Visitor.*—The board of school directors of every school district in this Commonwealth of the first, second, or third class, shall, and in any school district of the fourth class may, employ one or more persons to be known as attendance officers, or home and school visitors, whose duties shall be to enforce the provisions of this act regarding compulsory attendance. . . . Provided, That all home and school visitors shall be legally certified as such by the Department of Public Instruction, upon meeting such requirements as shall be prescribed by the State Council of Education, and when so certified, any district employing such home and school visitors shall be reimbursed for their salaries on the same basis as they are now reimbursed for elementary school teachers.

Section 1436. *Remuneration and Period of Employment.*—Such attendance officers or home and school visitors may be employed for the full calendar year, and shall be paid such amounts and in such manner as the board of school directors appointing them may decide, and they shall at all times perform the duties of their appointment under the direction of the board of school directors appointing them: Provided, That in districts of the first class the compensation of attendance officers shall be according to the same salary schedule as for elementary teachers of such district. . . .

2. *Duties of Home and School Visitor*

a. General

Section 1432. *General Duties.*— . . . Such attendance officers, or home and school visitors, shall, in addition to the duties imposed upon them by the provisions of this act, have full police power without warrant, and may arrest or apprehend any child who fails to attend school in compliance with the provisions of this act, or who is incorrigible, insubordinate or disorderly during attendance at school or on his way to or from school. . . .

b. Problems of Maladjustment

Section 1413. *Secure Information Relative to Physically and Mentally Handicapped Children.*—It shall be the duty of the secretary of the school board, teachers, school enumerators, and attendance officers, in every school district in this Commonwealth, in accordance with rules of procedure prescribed by the Superintendent

of Public Instruction, to secure information and report to the district or county superintendent of schools, on or before the fifteenth day of October of each year, and thereafter as cases arise, every child within said district of compulsory school age, who, because of apparent exceptional physical or mental condition, is not being properly educated and trained. . . .

Section 1424. *Report Certain Children to Proper Relief Agency.*—Whenever the board of school directors, or the attendance officer, home and school visitor, superintendent, supervising principal, or secretary of any board of school directors, in this Commonwealth, ascertains that any child of compulsory school age, who is by the provisions of this act required to attend the public schools in the district over which such board of school directors has control, is unable to do so, on account of lack of necessary clothing or food, such case shall be promptly reported to any suitable relief agency operating in the school district, or, if there be no such suitable relief agency to which the case can be referred, it shall be reported to the proper directors or overseers of the poor for investigation and relief.

Section 1415. *Temporary Exemptions.*—The board of school directors of any school district in this Commonwealth may, upon satisfactory evidence being furnished to it, showing that any child or children are prevented from attending school, or from application to study, on account of any mental, physical, or other urgent reasons, excuse such child or children from attending school as required by the provisions of this act, but the term “urgent reasons” shall be strictly construed and shall not permit of irregular attendance. Every principal or teacher in any public, private, or other school may for reasons enumerated above, excuse any child for non-attendance during temporary periods.

c. Attendance

Section 1428. *Non-Attendance, First Offense.*—It shall be the duty of every principal or teacher of a public school to report immediately to the *attendance officer*,* superintendent of schools, supervising principal, or secretary of the board of school directors, the names of all children in the list furnished to him who have not appeared for enrolment, and he shall also properly report, from time to time, to the *attendance officer*, superintendent of schools, supervising principal, or secretary of the board of school directors, the names of all children who having enrolled have subsequently withdrawn from school, or who have been absent three days, or their equivalent, without lawful excuse. Such person shall thereupon serve upon the parent, guardian, or other person in parental relation to such children unlawfully absent from school, the written notice hereinbefore provided, and if it shall appear that, within three days

* The term “attendance officer” as quoted here in the School Laws and in subsequent Sections, implies also the home and school visitor.

thereafter, any child, parent, guardian, or other person in parental relation shall have failed to comply with the provisions of this act, the superintendent, supervising principal, *attendance officer*, or secretary of the board of school directors, in the name of the school district, shall proceed against the person so offending, in accordance with the provisions of this act.

Section 1423. *Non-Attendance, Second Offense.*—Every parent, guardian, or person in parental relation in this Commonwealth, having control or charge of any child or children of compulsory school age, who shall fail to comply with the provisions of this act regarding compulsory attendance, shall be guilty of a misdemeanor, and on conviction thereof before any alderman, magistrate, or justice of the peace, shall be sentenced to pay a fine, for the benefit of the school district in which such offending person resides, not exceeding two dollars (\$2.00) for the first offense, and not exceeding five dollars (\$5.00) for each succeeding offense, together with costs, and, in default of the payment of such fine and costs by the person so offending, shall be sentenced to the county jail for a period not exceeding five days: Provided, That any person sentenced to pay any such fine may, at any time within five days thereafter, appeal to the court of quarter sessions of the proper county, upon entering into a recognizance, with one or more proper sureties, in double the amount of penalty and costs: And provided, That before any proceedings are instituted against any parent, guardian, or person in parental relation, for failure to comply with the provisions of this act, such offending person shall have three days' written notice given him by the superintendent of public schools, supervising principal, *attendance officer*, or secretary of the board of school directors of such violation, and if, after such notice has been given, the provisions of this act regarding compulsory attendance are again violated by the persons so notified, at any time during the term of compulsory attendance, such person, so again offending, shall be liable under the provisions of this act without further notice.

Section 1417. *Receipt of Report of Children Admitted to Other than Public Schools.*—Every principal or teacher in any public school, and every principal, teacher or tutor in any school other than a public school, and in every institution for children, and every private teacher in every school district in this Commonwealth, shall, immediately after their admission to such school or institution, or at the beginning of such private teaching, furnish to the district superintendents, supervising principals, attendance officers, home and school visitors, or secretaries of the boards of school directors of the districts wherein the parents or guardians of such children reside, lists of the names and residences of all children between six and eighteen years of age enrolled in such school or institution, or taught by such private teacher; . . . And every principal or teacher in a school other than a public school, and every private teacher, shall also report at once to the superintendent,

supervising principal, attendance officer, home and school visitor, or secretary of the board of school directors of the district, any such child who has been absent three days, or their equivalent, during the term of compulsory attendance, without lawful excuse.

Section 1433. *Notification of Parents.*—When an attendance officer arrests or apprehends any child who fails to attend school as required by the provisions of this act, he shall promptly notify the parents, guardian, or person in paternal relation to such child, if such person can be found in the district, and unless requested by such parent, guardian or person in parental relation to place said child in a school other than public school, he shall place said child in the public school in which the child is, or should be, enrolled.

Section 1430. *Penalty for Failure to Enforce Attendance Law.*—Any district superintendent, supervising principal, secretary of the board of school directors, attendance officer, or teacher of any public or private school, or any private teacher, or any principal or teacher in any institution for children, who wilfully refuses or neglects to comply with the provisions of this act, shall be liable for and pay a penalty, for the use of the school district, not exceeding twenty-five dollars (\$25.00) and costs, and, in default of payment thereof, may be committed to the county jail for a period not exceeding thirty days. Such penalty may be recovered by, and in the name of, any school district, as like penalties are now collected by law; Provided, That any such superintendent, supervising principal, secretary, attendance officer, or teacher, upon whom a fine is imposed, may, at any time within five days thereafter, appeal to the court of quarter sessions in the proper county, on furnishing proper bail, with one surety, in double the amount of such penalty and costs.

d. Problems of Delinquency

Section 1438. *Procedure for Incurable Child.*—In case any child of compulsory school age cannot be kept in school in compliance with the provisions of this act, on account of incorrigibility, truancy, insubordination, or other bad conduct, or if the presence of any child attending school is detrimental to the welfare of such school, on account of incorrigibility, truancy, insubordination, or other bad conduct, then, in any such case, the board of school directors of the proper district may, by its superintendent, supervising principal, secretary, or attendance officer, under such rules and regulations as said board may adopt, proceed against said child before the juvenile court, or otherwise, as is now or may hereafter be provided by law for incorrigible, truant, insubordinate, or delinquent children.

Home and school visitors should become familiar with Article XXXV of the School Laws of Pennsylvania which describes schools for Juvenile Court children.

e. Employment

Home and school visitors should familiarize themselves with laws pertaining to child labor and employment of non-resident children as found in Article XXXVI of the School Laws of Pennsylvania.

Section 1421. *Children Under Eighteen Must Have Employment Certificates.*—No person in this Commonwealth, either for himself or for any firm, association, or corporation, shall, during the hours the public schools are in session, accept service from, engage, or employ any child under eighteen years of age unless such employer shall have on file an employment certificate, or farm or domestic service permit, issued according to law: Provided, however, That any male minor over sixteen years of age employed in the distribution, sale, exposing or offering for sale of any newspaper, magazine, periodical, or other publication, shall not be required to procure an employment certificate under this act.

If the child leaves such employment, or is absent from such employment five days, the employer shall immediately, in writing, notify accordingly the school official who issued the certificate.

Section 1422. *Employer Must Furnish Information to Home and School Visitor.*—Any person or persons accepting service from, or engaging or employing, any child between eight and eighteen years of age while the public schools are in session, without having on file for such child an employment certificate, or farm or domestic service permit, or failing to furnish to the district superintendent of schools, supervising principal, attendance officer, or secretary of the board of school directors, the information required by this act concerning the children employed by him or them, or shall fail to post for inspection, at the place of employment of such children, the list of children engaged by him or them, as required by the provisions of this act, who shall fail to notify the proper school official as required by the last preceding section of this act, shall be deemed guilty of a misdemeanor, and, upon conviction, shall be punished for a first offense by a fine of not less than ten dollars (\$10.00) or more than twenty-five dollars (\$25.00), or ten days' imprisonment in the county jail, or either or both, at the discretion of the court, and for subsequent offense shall be punished by a fine of not less than twenty dollars (\$20.00) or more than fifty dollars (\$50.00), or ninety days' imprisonment in the county jail, or either or both, at the discretion of the court.

f. Census Enumeration

Section 1425. *Provision for Census Enumeration of School Children, Aliens, and Illiterates.*—The board of school directors in every school district in this Commonwealth shall, between March first and September first of each year, cause to be made by the attendance officers, teachers, or other persons employed for this purpose, a careful, correct, and accurate enumeration, on census cards provided

by the district, at the expense of the district, or in a substantial book or books provided by the Superintendent of Public Instruction, at the expense of the State, for that purpose, of all the children between the ages of six and eighteen years within their district, giving the full name, date of birth, age, sex, nationality, place of residence in such school district, name and address of parent or persons in parental relation, the name and location of the school where the child is enrolled or belongs, and the name and address of the employer of any child under eighteen years of age who is engaged in any regular employment or service. Such enumeration shall be made by careful inquiry at the residence of each family in the district, and the person making the same, upon completion thereof, shall make a proper oath or affirmation as to its correctness. Such enumeration shall also include the names and addresses of all persons, firms, or corporations employing or accepting service from children under eighteen years of age. The board of school directors in any school district in the Commonwealth shall have authority to cause to be made an enumeration of all minors residing within the district, and the Superintendent of Public Instruction may, at his discretion, require such enumeration.

Beginning in the year one thousand nine hundred and forty-five, and each tenth year following, said board of school directors shall, and at more frequent intervals may, also cause to be recorded in the same or separate books, or on the same or separate census cards, in like manner to, and in conjunction with, said enumeration of children, an enumeration of all persons ten years of age or over resident within their district who are unable to write the English language according to standards hereinafter provided, giving the full name, age, sex, race, nationality, place of residence in such school district, whether able to write English, whether able to read English, and whether able to speak English, and of all persons twenty-one or more years of age resident within their district who are not citizens of the United States of America, giving their full name, age, sex, nationality, place of residence in school district, whether declarants, and whether petitioners for naturalization.

The standards used in determining whether residents are able to speak English, able to read English, and able to write English, shall be formulated by the State Council of Education for the purpose of recording the facts of said enumeration.

Such enumeration shall be made by careful inquiry at the residence of each family in the district, and the persons making the same, upon completion thereof, shall make a proper oath or affirmation as to its correctness. If any person shall hinder or prevent, or attempt to hinder or prevent, any attendance officers or teacher, or other person, from performing any duty provided for in this Section, he shall, on conviction thereof before any alderman or justice of the peace of the county, be sentenced to pay a fine not exceeding five dollars, or to undergo an imprisonment not exceeding five days.

Section 1427. *Home and School Visitor Empowered to Add Additional Names.*— . . . Provided, That the attendance officer, the superintendent of schools, supervising principal, or the secretary of the board of school directors, shall have the power to add to this enumeration the names of any children and of any aliens and of persons unable to write English whose names do not appear thereon, together with other information required by this act.

B. FORMS INVOLVED IN THE WORK OF THE HOME AND SCHOOL VISITOR

1. *Forms Used When Physical or Mental Incapacity Is Involved*

a. Form 98

This Form is not illustrated here because of the fact that it is in the form of revision to make it conform to Section 1413 as amended in the 1937 Session of the General Assembly.

b. Form PISE-7

Report to the Department of Welfare Concerning an Uneducable Child.

(OBVERSE)

THIS COPY IS TO BE SENT TO THE DIVISION
OF SPECIAL EDUCATION, DEPARTMENT OF PUBLIC
INSTRUCTION, HARRISBURG, PENNSYLVANIA

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

REPORT TO THE DEPARTMENT OF WELFARE CONCERNING AN UNEDUCABLE CHILD

Date.....

The Bureau of Mental Health
Department of Welfare
Harrisburg, Pennsylvania

In accordance with Section 1413 of the School Laws of Pennsylvania.....is hereby reported to the
Department of Welfare as being a child who is uneducable in the public schools. This report was authorized by action of
the Board of School Directors of the.....School District,

County, on..... 19.....

Signed.....Secretary

PSYCHOLOGICAL REPORT

Name Date.....

Address..... City..... County.....

Present Age..... Source of Birth Date Information.....
Month Day Year

Father's Name Address..... Phone.....

Mother's name Address..... Phone.....

Father's Nationality Mother's Nationality

Father's Occupation Where Employed

Mother's Occupation Where Employed

(Continued on next page)

REPORT TO THE DEPARTMENT OF WELFARE CONCERNING AN UNEDUCABLE CHILD—Continued

Birth Conditions (Describe any unusual facts)

Infancy: Age of First Walking.....First Talking.....First Teething.

Health History

Present Physical Condition

Symptomatic Behavior

Home Conditions

REPORT TO THE DEPARTMENT OF WELFARE CONCERNING AN UNEDUCABLE CHILD—Continued

(REVERSE)

School Progress—Age at First Admission.....

School Year	Grade Placement	Quality of School Work	Attendance (Number of Days Absent and Reasons)	School
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

(Continued on next page)

REPORT TO THE DEPARTMENT OF WELFARE CONCERNING AN UNEDUCABLE CHILD—Continued

Test Results

Date	C. A.	Examination Used	Examined by	Results		
				M. A.	I. Q.	Other

I hereby certify that I have examined and found.....to be uneducable in the public schools, according to the standards prescribed by the State Council of Education.

Signed.....

Psychologist or Clinician

DEPARTMENT OF PUBLIC INSTRUCTION APPROVAL

This report satisfies the regulations adopted by the State Council of Education, as authorized by Section 1413 of the School Laws of Pennsylvania.

Signed.....

Chief, Division of Special Education

Date Received.....Date Approved.....Date Transmitted to the Department of Welfare.....

Date Action Reported to the School Board.....Disposition of the Case

c. Form PISE-6
Notification of the Approval and Transmittal of an Uneducable Child Report

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

NOTIFICATION OF THE APPROVAL AND TRANSMITTAL OF AN UNEDUCABLE CHILD REPORT

Date.....

....., Secretary

..... School Board

..... County

....., Pennsylvania

A report concerning , an uneducable
child, bearing your signature, was received on.....
This report was approved on.....and was transmitted to the Depart-
ment of Welfare on.....

The Board of School Directors of..... School Dis-
trict, having complied with the provisions of Section 1413 of the School Laws of Pennsylvania and the regulations of
the State Council of Education concerning an uneducable child, is no longer responsible for the education of this child.

Signed
Chief, Division of Special Education
Department of Public Instruction

d. Form PICA-57

Application for the Excusal from Public School of a Child Sixteen or More Years of Age on Grounds of Mental Incapacity

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

APPLICATION FOR THE EXCUSAL FROM PUBLIC SCHOOL OF A CHILD SIXTEEN OR MORE YEARS OF AGE ON
GROUNDS OF MENTAL INCAPACITY

The Department of Public Instruction
Division of Child Accounting and Research
Harrisburg, Pennsylvania

Date.....

In accordance with Section 1416 of the School Laws of Pennsylvania application is hereby made for the excusal of as being a child who is unable to profit from further attendance in the public schools. This report was authorized by action of the Board of School Directors of the..... School District, County, on, 19.....

Signed Secretary

PSYCHOLOGICAL REPORT

Name Grade Attained.....
Address City..... County.....
Present Age..... Source of Birth Date Information
Month Day Year
Father's Name Address..... Phone.....
Mother's Name Address..... Phone.....
Father's Nationality Mother's Nationality
Father's Occupation Where Employed
Mother's Occupation Where Employed

APPLICATION FOR THE EXCUSAL FROM PUBLIC SCHOOL OF A CHILD SIXTEEN OR MORE YEARS OF AGE ON
 GROUNDS OF MENTAL INCAPACITY—Continued

Test Results

Date	C. A.		Examination Used	Examined by	M. A.		Results	
	Years	Mos.			Years	Mos.	I. Q.	Other

I hereby certify that I have examined and found.....to be unable to profit from further attendance in the public schools, according to the standards prescribed by the State Council of Education.*

*A child chronologically 16 or more years of age with a mental age of less than 10 years, on at least one appropriate, individual mental test or examination at the time he was 16 or more years of age shall be considered as being "unable to profit from further school attendance." A chronological age of 16 shall mean 16 years and no months. A mental age of 10 shall mean 10 years and no months.

Approved Signed Psychologist or Clinic
 Chief, Division of Special Education

DEPARTMENT OF PUBLIC INSTRUCTION APPROVAL

This report satisfies the regulations adopted by the State Council of Education, as authorized by Section 1416 of the School Laws of Pennsylvania.

Signed Chief, Division of Child Accounting and Research
 (This form will be used in duplicate, one copy to be retained by the school district and the other to be forwarded to the Division of Special Education, Department of Public Instruction, Harrisburg, Pennsylvania.)

e. Form PICA-58

Report of Children Sixteen or Seventeen Years of Age Permanently Excused on Basis of Mental Incapacity

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

REPORT OF CHILDREN SIXTEEN YEARS OF AGE PERMANENTLY EXCUSED ON BASIS OF
MENTAL INCAPACITY

.....School District..... CountyDate

to

Division of Child Accounting and Research
Department of Public Instruction
Harrisburg, Pennsylvania

The following public school children over sixteen years of age have been excused from further attendance on the basis of the provisions of Act 478 amending Section 1416 of the School Laws of Pennsylvania under standards prescribed by the State Council of Education.*

* A child chronologically 16 or more years of age with a mental age of less than 10 years, on at least one appropriate, individual mental test or examination at the time he was 16 or more years of age shall be considered as being "unable to profit from further school attendance." A chronological age of 16 shall mean 16 years and no months. A mental age of 10 shall mean 10 years and no months.

Form PICA-58

(Continued on next page)

..... Superintendent of Schools

REPORT OF CHILDREN SIXTEEN YEARS OF AGE PERMANENTLY EXCUSED ON BASIS OF
MENTAL INCAPACITY—Continued

No.	NAME OF CHILD		NAME OF SCHOOL	Chronological Age at Time of Examination		Mental Age at Time of Examination		Grade Attained at Time of Exeusal	Date of Exeusal
	Last Name	First Name		Yrs.	Mos.	Yrs.	Mos.		
1									
2									
3									
4									
5									
6									
7									
8									
9									

(Space provided for seventy-five names)

2. Forms Used in Attendance Problems

a. Reason for Absence*

This is a suggested form in order to insure uniformity

REASON FOR ABSENCE

.....19

Mr.....

*tardy

.....was absent

from school on.....The State law requires
an explanation from the parent in each case of absence or tardiness.
Kindly state the reason below.

.....Teacher

The reason for absence was.....

.....

.....

.....

.....

Signature of Parent or Guardian

*Parent cross out one.

* This form is not issued by the Department of Public Instruction but may be purchased from certain publishing houses.

b. School District's Official Notice of Absence to Parents*

SCHOOL DISTRICT'S OFFICIAL NOTICE OF ABSENCE
TO PARENTS

....., 19....

M.....

.....

You are hereby officially notified that.....
has been absent from school three days or more, or their equivalent.
Such non-attendance without lawful excuse is a violation of the Com-
pulsory Attendance Law of this Commonwealth. You are therefore
notified to return said child to school at once and show lawful reason
to the undersigned for said child's absence. Failure on your part to
do this makes you liable to the penalty imposed by law.

To be filled out for the pupil in case of transfer to a school outside the district. Send directly to the new district when possible, otherwise, to the County Superintendent or the Department of Public Instruction, Harrisburg, Pa.

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

TRANSFER CARD

Last name of pupil		First name and initial	Date of birth	Month	Day	Year
School district		Days Grade in attended school this term		Date of successful vaccination		
School			Date of last attendance			
Name of parent or guardian			Occupation of parent or guardian			
Residence before discharge			New residence School district			
Teacher or principal			State			
Address			County			
			Post office			
			Street and No. or R. F. D.....			

If pupil cannot be located within 5 days at new residence, return this card to the Department of Public Instruction, Harrisburg, Pa. Write on Card "Cannot locate." Be sure to give street and number.

Form PICA-23-TC
e. Form PICA-23

* This form is not issued by the Department of Public Instruction but may be purchased from certain publishing houses.

3. Examples of Forms Used in Connection with General Employment or Farm and Domestic Services
 - a. Form PICA-29

Promise of Employment

Always use INK

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Child Helping and Accounting Bureau
Harrisburg

PROMISE OF EMPLOYMENT

.....Date

The undersigned agrees to employ.....

in the capacity of.....as soon as said minor
secures the necessary certificate or permit required by Section 1416 and Article XXXVI of the School Laws of Pennsylvania,
and further agrees to comply with the requirements of the law during the time that said minor is employed.

.....
(Kind of Industry)

.....
(Signature of Member, Superintendent, or Manager)

.....
(Name of Firm)

.....
(Address of Firm)

Approved:
(Signature of Issuing Officer)

.....
(Address of Issuing Officer)

.....
(School District)

.....
(County)

b. Form HVS-39
Application for Certified Copy of Birth Certificate

COMMONWEALTH OF PENNSYLVANIA DEPARTMENT OF HEALTH BUREAU OF VITAL STATISTICS		APPLICATION FOR CERTIFIED COPY OF BIRTH CERTIFICATE		No. of Copies ----- Amount paid \$----- Date ----- Rec'd by----- Above to be filled in by receiving clerk.
This application must be filled out and signed before a search can be made				
Full name				
Date of Birth, Month.....		Day.....		Year.....
Place of Birth (City or Town)				
Street and Number				
Names of Parents (Father)..... (Mother's Maiden Name)				
Name of Attending Physician				
For what purpose desired.....				
<div>Fee of \$1.00 for certified copy must accompany this application. If record is not found a search fee of 50c for each hour or fraction thereof will be deducted.</div>				
Signature				Residence

This stub is to be detached by issuing officer before filing—Form PICA-32 (PB-GEC).

DIRECTIONS TO THE MINOR

Secure evidence of age in the order given on the Preliminary Blank, then take this blank.

First: To the employer. He will fill out and sign Form PE.

Second: To the Physician authorized to fill out and sign Form HC-PE.

Third: Take the blank back to the one who issues certificates and he will send the certificate by mail to the employer.

Remember this blank is not an employment certificate and must not be accepted as such.

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

PRELIMINARY BLANKS

(This is NOT an Employment Certificate)

c. Form PICA-32
Preliminary Blanks

Name of Minor
Last name first

* No. of General Employment Certificate—Form PICA-36 (GEC)

Guardian's or Parent's name in full

Guardian's or Parent's Residence

Evidence of age accepted and filed. Evidence shall be required in the order designated. Cross out all but the one accepted.

(a) Birth Certificate

(b) Baptismal Certificate

(c) Passport

(d) Other documentary evidence (other than a school record)

(e) Affidavit of parent or guardian accompanied by physician's statement of opinion as to age of minor

Date of Birth		
Month	Day	Year

Date Issued....., 19.....

Signature of Minor

Name in full

Issuing Officer

Form PE—PROMISE OF EMPLOYMENT

The undersigned agrees to employ..... Date.....
of..... for not more than..... hours a day, nor..... in the capacity
..... days a week, nor more than five hours continuously without an interval of at least thirty minutes for lunch, except
as specified in Section 4 regarding newsboys and a messenger boy employed at a telegraph office where only one such boy is
employed.

Kind of Industry

Signature of Member, Supt., or Mgr.

Name of firm

Address of Firm

Note: This form must be kept for inspection in the files of issuing officer. * To be filled in by issuing officer when certificate is issued.

75M-2-38 Form PICA-32 (PB-GEC)

OFFICIAL NOTICE OF EMPLOYMENT OF MINOR

School District of _____
Name of Minor _____
Residence _____
Date of birth _____ Employer _____
School District of _____
Date of issue of certificate _____

Issuing Officer.

d. Form PICA-36
General Employment Certificate

GENERAL EMPLOYMENT CERTIFICATE No. _____
(Issued only for a minor between 16 and 18 years of age who has complied with the requirements of Act 418, approved July 19, 1935)

PARENT OR GUARDIAN OF MINOR		DATE OF BIRTH OF MINOR		FIRST NAME OF MINOR	LAST NAME OF MINOR
		MO.	DAY	YEAR	
RESIDENCE OF MINOR					
RESIDENCE OF PARENT OR GUARDIAN					
KIND OF EVIDENCE OF AGE ACCEPTED AND FILED					
PLACE OF BIRTH—COUNTRY					
SIGNATURE OF MINOR					
DESCRIPTION OF MINOR (INDICATE BY X)					
Sex: Male	Female	Race: White	Colored	Hair: Black	Brown
Yellow	Red	Eyes: Dark Brown	Light Brown	Blue	Gray
Black	Distinguishing Physical Characteristics				

Know all men that I, being the person duly authorized by law to issue employment certificates, hereby certify that the above named minor personally appeared before me and has been examined and has presented all the credentials required by the several Sections of Act 418, approved July 19, 1935, that these credentials have been approved and filed in this office, that this certificate is approved by me and has been signed by the minor in my presence.

This certificate authorizes _____ (Employer) _____ (Address) _____
to employ the above named minor in accordance with the provisions of the law in the capacity of _____
_____ (Occupation of Minor)

Issued { at _____ (Official address of issuing officer)
on _____, 19____ in _____ (School District)
_____ (Signature of issuing officer)
_____ (Official title)
Form PICA-36 (GEC) _____ (Over)

No. _____ General Employment Certificate
Name of Minor _____
Date Issued _____ Date of Birth _____
Evidence of age accepted _____
Name of Employer _____

RECEIPT

General Employment Certificate No. _____
This is to certify that the General Employment Certificate of _____ Name of Minor _____
_____ Address of Minor _____
has been received by me, has been properly filed for inspection, and said minor began work _____, 19____.
Kind of Industry _____ Signature of Member, Supt. or Mgr. _____
Name of Firm _____ Address of Firm _____
Date _____, 19____

Detach and return to Issuing Officer within three days

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

1. Date certificate was issued -----, 19----
2. Name of issuing officer -----
3. Address of issuing officer -----
4. Name of school district -----

To be filled in by the issuing officer.

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

EMPLOYER—TAKE NOTICE

1. While the minor is in your employ, this certificate must be kept on file in your establishment, accessible for inspection as authorized by law.
2. When the minor leaves your employ, this certificate must be returned by mail to the issuing official
(Name) ----- immediately upon demand of the
(Address) ----- minor or otherwise within three days after the termination of the employment of the minor.
3. If the minor fails to enter your employ, this certificate must be returned to the issuing official within three days.
4. This certificate is valid only in the hands of the employer named, for the occupation herein designated. In order to change the general nature of the occupation of the minor while in your employ a new Employment Certificate must be procured.
5. The minor herein named shall not be permitted to work more than 44 hours per week, nor more than 8 hours per day, nor more than 5 hours continuously without an interval of at least 30 minutes for lunch, except as specified in Section 4 regarding newsboys and a messenger boy employed at a telegraph office where only one such boy is employed.
6. "Any person, or any agent or manager for any person who shall violate any of the provisions of this act, or who shall compel or permit any minor to violate any provisions of this act, or who shall hinder or delay any officer in the performance of his duty in the enforcement of this act, shall upon conviction thereof, be sentenced TO PAY A FINE OF NOT LESS THAN TEN (\$10.00) DOLLARS NOR MORE THAN TWO HUNDRED (\$200.00) DOLLARS OR TO UNDERGO AN IMPRISONMENT OF NOT MORE THAN TEN DAYS, OR BOTH, AT THE DISCRETION OF THE COURT."—Section 23, Act 177, Approved May 13, 1915.

"All Employment Certificates shall be issued only on forms supplied by the State Superintendent of Public Instruction."—Section 18, Act 177, Approved May 13, 1915.
(Over)

To be filled out by the issuing officer when an employment certificate is issued and forwarded at once to the proper school official of the district where the minor is employed.

PARENT'S OR GUARDIAN'S STATEMENT

I hereby make application to have my child _____
 excused from attendance at school to engage in _____
 *domestic service in a private home, for the
 following urgent reasons:

*on the farm, _____
 *in the home of, _____ for a period of _____ days from date,

I understand that if the exemption is allowed, _____
 Name of Child

is not to be employed in any service, or in any place except that specified in this application.
 I also understand that to permit said child to be employed in the mill, factory, store,
 restaurant, or any other establishment, without first procuring a general employment cer-
 tificate from your office is a violation of the Child Labor Law, punishable by a fine of not
 less than ten dollars (\$10.00), nor more than two hundred dollars (\$200.00), or ten days
 imprisonment, or both, at the discretion of the court.

I understand further that I am to notify you immediately if home conditions change and
 there is no longer urgent need for the child's service, and I will require his attendance at
 school as soon as said service shall cease. I will see that the permit is returned to the issuing
 official as soon as employment ceases. I affirm that said minor is 14 years of age or over.

 Name of Issuing Officer Title _____ Signature of Applicant

 Signature of Minor _____ Relation of Applicant to the Child

Form PCA-37—Continued

This card must be kept on file by the issuing officer for inspection.
 * Cross out one.

(REVERSE)

EMPLOYERS

Employers must not accept this permit in lieu
 of a General Employment Certificate. This permit
 entitles the one whose signature appears below to

* service upon the farm
 * domestic service in the private home of

 This permit must be sent by mail or handled in
 person to the employer by the official issuing the
 permit and must be returned by the employer as
 soon as the minor leaves his employ, to

 Issuing Officer

 Address

 Signature of Minor

* Cross out one.

f. Form PICA-47
Age Certificate

(USE INK)
AGE CERTIFICATE
Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

No. ----- Last name first ----- Name of Minor -----

Evidence of age accepted and filed. (Cross out all but the one accepted.)

(a) Birth Certificate
(b) Baptismal Certificate
(c) Passport
(d) Other documentary record
(e) Affidavit of parent or guardian accompanied by physician's statement of opinion as to the age of minor.

DATE OF BIRTH		
Month	Day	Year

Signature of Minor ----- Name in full -----

This is to certify that according to the records and above evidence of age filed in the office of the School District of -----
the above named minor is 18 years of age or over.

Issuing Officer -----
Date ----- Position -----

Form PICA-47AC
100M-9-37

Age Certificate

No. -----

Date issued -----, 19-----

Kind of evidence of age accepted

-----, 19-----
(Date of minor's birth)

(Name of minor)

(Address of minor)

g. Form PICA-55

School Requirement Certificate

SCHOOL REQUIREMENT CERTIFICATE

No. 19....

(This is not an employment certificate)

Act 309, approved June 23, 1931, specifies that a school requirement certificate shall be secured before a minor under 16 years of age who resides in another state may be employed as specified in Pennsylvania. An employment certificate is also required for such a minor before he may engage in industrial employment.

This is to certify that....., born....., has
(Name of Minor) (Month, Day, Year)

been a pupil in this school from.....to.....
(Month, Day, Year) (Month, Day, Year)

and that the laws of this State require a minor of his age who is a resident of this State to attend school during the following periods:.....

.....
(Name of School) (Signature of Principal, Superintendent, or
Other Authorized Official)

.....
(School District) (Street and Number)

.....
(County, State) (City and State)

Form SRC-PICA-55

RECEIPT

No. 19 .

(Detach and return within 3 days to person issuing certificate)

This is to certify that the School Requirement Certificate of

.....,
(Name of Minor) (Address of Minor)

Has been received by me, has been properly filed for inspection and said minor began work.....19 .

.....
(Kind of Industry) (Signature of Member, Superintendent
or Manager)

.....
(Name of Firm) (Street and Number)

.....
(City and State)

Form R-SRC-PICA-55R

(OVER)

Other census forms are PICA-1A, PICA-1B, PICA-1C, PICA-3AB and PICA-3C not shown here.

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

ASSIGNMENT OF CHILDREN

Teacher
Principal
The following is a list of the children assigned to the
for the ensuing term beginning....., 19.....

District..... County
School No..... Secretary

Section 1405. The board of school directors of every school district in this Commonwealth shall, for the purpose of designating the schools to be attended by the several pupils in said district, sub-divide the same in such manner that all the pupils in each school district, shall be assigned to, and reasonably accommodated in, one of the public schools in said school district.

Section 1426. The secretary of each board of school directors, or such other person as is directed by the board, shall, at or before the opening of the school term, furnish to the principal or teacher of each school a correct list of the names and residences of all children assigned to such school, who are subject to the provisions of this act.

No.	NAME OF CHILD		Date of Birth			RESIDENCE	NAME OF PARENT OR GUARDIAN	Name of school where child is enrolled or belongs. If not enrolled, give one of the following reasons: Employed, including name of employer Graduated from Grade XII of a high school Became 18 and dropped out of school before close of term 1937-1938 Physically or mentally unable to attend
	Last Name	First Name	Mo.	Day	Yr.			
1								
2								
3								
4								
5								
6								
7								
8								
9								

HOME AND SCHOOL VISITOR MANUAL

No.	NAME OF CHILD		Date of Birth			RESIDENCE	NAME OF PARENT OR GUARDIAN	Name of school where child is enrolled or belongs. If not enrolled, give one of the following reasons: Employed, including name of employer Graduated from Grade XII of a high school Became 16 and dropped out of school before close of term 1937-1938 Physically or mentally un- able to attend
	Last Name	First Name	Mo.	Day	Yr.			
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								
30								
31								

PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION

C. HOME AND SCHOOL VISITOR RECORD

Date Case Was Opened.....

District..... School..... Grade..... Visitor.....

Name of Pupil		Date of Birth			Parent or Guardian
Last Name	First Name	Mo.	Day	Year	
Residence	Tel.	Place of Birth—			
Residence	Tel.	Race—White—Negro—Mongolian			
Residence	Tel.	Religion—Cath.—Jew—Prot.			
Residence	Tel.	Proof of Age Accepted.			

Members of Household

Parents	Date of Birth	Place of Birth	Marital Status	Citizen	Ooeupation or School Grade
Children					

Home Conditions and Neighborhood Environment

Parental Attitude Toward Child (Methods of Discipline)

Parental Attitude Toward School

Agencies Interested

Referred by,	Prineipal	Teacher	Nurse	Attendance Officer
Reason—	Health Behavior	Non-attendance Other reasons (Specify)		Scholarship

CONTEMPORARY SCHOOL HISTORY

Summary for term ending	June 19	June 19	June 19	June 19	June 19	June 19	June 19	June 19	June 19	June 19
Age at Beginning of Term										
Grade in School										
Tardy Marks										
No. Sessions of Absence Excused										
Parental Neglect										
Illegal Employment										
Truancy										
Term Average Reading										
Writing										
Spelling										
Arithmetic										
Geography										
Language										
History										
Health										
Music										
Drawing										
Civics										

PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION

Details of Problem

School History (Summary)

Outside Activities (work at home, work outside home, music lessons, home study)

Recreation (gangs, poolrooms, clubs, playgrounds-settlements, libraries, churches, etc.)

Personality; characteristics, interests, habits, associates, etc.

PROGRESS IN ADJUSTMENT

Begun ¹	Completed +
Child	School
Health	Change in course of study
Attendance	Change in teacher
Scholarship	Change in school
Behavior	Change in attitude
Cooperation	
Home	Community (give name of agency)
Health Program	Health
Change in attitude	Mental hygiene
Supervision	Financial relief
Recreation	Recreation
	Other agencies

ANALYSIS OF CASE

Problems

Treatment

Results

(Concluded from inside front cover page)

BUREAU OF PROFESSIONAL LICENSING

JAMES A. NEWPHER, *Director*

DON M. WOLFE, *Assistant Director*

Preprofessional Credentials.....JAMES G. PENTZ, Chief
ALBERT J. McGLYNN, Adviser
Registrations and RenewalsDON M. WOLFE, Chief
Law Enforcement (State Boards).....EMANUEL F. SCHIFANO, Chief
Personnel Examinations.....EUGENE J. SULLIVAN, Chief

PROFESSIONAL EXAMINING BOARDS AND ADVISORY COMMITTEES

State Board of Examiners of Architects	State Board of Pharmacy
Anthracite Mine Inspectors Examining Board	State Board of Optometrical Examiners
Bituminous Mine Inspectors Examining Board	State Board of Osteopathic Examiners
State Dental Council and Examining Board	Osteopathic Surgeons' Examining Board
State Registration Board for Professional Engineers	State Board of Examiners of Public Accountants
State Board of Medical Education and Licensure	Board of Veterinary Medical Examiners
State Board of Examiners for the Registration of Nurses	
	Advisory Committee on Barbers
	Advisory Committee on Beauty Culture
	Advisory Committee on Real Estate

The State Library and Museum.....JOSEPH L. RAFTER, Director
Teacher Education and Certification.....HENRY KLONOWER, Director
Elementary Certification.....HARRY L. KRINER, Asst. Director
Secondary Certification and Placement Service,
C. O. WILLIAMS, Asst. Director
Publications.....EUGENE P. BERTIN, Editor

Public School Employes' Retirement Board.....H. H. BAISH, Secretary
J. Y. SHAMBACH, Deputy Secretary
Pennsylvania Historical Commission.....FRANK W. MELVIN, Chairman

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